

PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –

a. In the June 2002 submission, provide a timeline of major milestones, for either:

- adopting challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1) or***
- disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.¹***

The New Jersey State Board of Education (NJSBE) adopted the Core Curriculum Content Standards (CCCS) in seven content areas in May 1996, including language arts literacy, mathematics, science, social studies, world languages, health and physical education and visual and performing arts. Additionally, standards for workplace readiness were adopted which cut across all of the content areas. These standards were established with the full input of the New Jersey community. They are rigorous standards for the new century and focus on preparing students to be competitive in the international marketplace of the future.

In initiating rigorous standards-based education reform in 1995, culminating in the adoption of the CCCS in 1996, as noted above, New Jersey has also developed a statewide assessment program aligned with those curriculum standards. The state's three major tests: the grade four Elementary School Proficiency Assessment (ESPA), the Grade Eight Proficiency Assessment (GEPA), and the eleventh grade High School Proficiency Assessment (HSPA) measure student achievement of the Core Curriculum Content Standards. The HSPA replaces the High School Proficiency Test (HSPT11), which remains active for a diminishing student test population for whom it is the graduation test of record. Like the HSPT, the HSPA is a graduation test. In the school year 2001-2002, these assessments tested the following content areas:

- ESPA: Language Arts Literacy; Mathematics
- GEPA: Language Arts Literacy; Mathematics; Science
- HSPA: Language Arts Literacy; Mathematics

Each provides the baseline data needed to fulfill the adequate yearly progress (AYP) reporting requirements of the earlier ESEA.

In addition, the Special Review Assessment (SRA), mandated by state statute (*N.J.S.A. 18A:7C-3*), provides an alternate assessment for twelfth-grade students who have met all graduation requirements except for passing all sections of the HSPT or HSPA. The SRA is aligned with the Core Curriculum Content Standards through the test specifications. Students who undergo the SRA process, which combines remedial instruction with performance assessments, must continue to take the HSPA each time it is offered until

¹ Consistent with final regulations, expected to be released in August 2002.

they either demonstrate proficiency on all sections of the HSPA or successfully complete the SRA.

Also, as mandated by the federal Individuals with Disabilities Education Act of 1997 (IDEA), New Jersey has developed an Alternate Proficiency Assessment (APA) that measures the progress of students with severe disabilities in achieving the state's Core Curriculum Content Standards for Students with Severe Disabilities (CCCSSD). The APA was implemented for the first time in the school year 2001-2002.

In the spring of 1999, the ESPA and GEPA were administered to New Jersey's fourth and eighth grade students in the areas of language arts literacy, mathematics, and science. New Jersey's standards and aligned assessments were submitted to the U.S. Department of Education (USDE) for peer review in July 2000. Final standards for the HSPA are scheduled for New Jersey State Board of Education (NJSBE) adoption during the summer of 2002, thus completing the state assessment program based on the 1996 standards.

On November 6, 2001, the U.S. Department of Education (USDE) granted a two-year waiver to complete all of the changes needed to ensure New Jersey's compliance with Title I of the Elementary and Secondary Education Act (ESEA) of 1965 (Improving America's Schools Act, 1994 reauthorization). Though the majority of the assessment system was approved, including the Core Curriculum Content Standards (CCCS), the state needed additional time to complete changes in policy and procedures for the full implementation of the complete assessment system required.

In accordance with *New Jersey Administrative Code, N.J.A.C. 6A:8*, the CCCS in eight content areas, which were approved and adopted in May 1996, are presently undergoing the review, revision, and re-adoption process. A draft of the revised CCCS was completed and submitted for public review and comment in January 2002. In addition, Governor McGreevey has directed Commissioner of Education, William L. Librera, through an Executive Order, to further revise the language arts literacy standards by developing specific standards for students in grades 2, 3 and 4 by September 1, 2002.

The review and revision process will incorporate the recommendations of the (INSERT YEAR OF REPORT) ACHIEVE, Inc., report on New Jersey standards. The process included the input of more than 250 educators and representatives from business and industry serving on panels for each of the content areas. In addition, the state has refocused its efforts on early literacy by incorporating the recommendations of the National Reading Panel. This focus resulted in the new language arts literacy standards that have been benchmarked to identify the key skills that young learners in kindergarten, first, second, and third grades need in order to read and write with proficiency. Likewise, standards in the key content areas of mathematics and science have been reviewed. Mathematics standards reflect a closer alignment with those of the National Council of the Teachers of Mathematics, while the revised science standards infuse more technology skills than the former standards.

The standards revision process is part of an overall plan that also includes the creation of a long-term assessment plan that meets state and federal objectives, the development of amendments to the standards and assessment regulations that codify the assessment plan, new high school graduation requirements, and alignment of the regulations with new federal requirements under Title I. The revision of the standards will take place in two phases:

- Phase I - The first phase of the standards process will involve the revised language arts literacy, mathematics, and science standards. Review and discussion of these three revised standards by the NJSBE will take place in May 2002. Public review and testimony will take place in June 2002. Adoption of the revised standards in language arts literacy, mathematics, and science is planned for July 3, 2002 by the NJSBE. The revised standards in language arts, mathematics, and science do include specific standards or grade level expectations for all of the grades that will be assessed under the NCLB.
- Phase II - In September 2002, the Commissioner of Education will present the second phase of the revised standards in social studies, visual and performing arts, world languages, health and physical education, and workplace readiness. The Early Childhood Expectations and the Core Curriculum Content Standards for Students with Severe Disabilities will also be included. Revisions to these standards are not anticipated as they were only recently adopted. After review and comment, the revised standards in the five content areas, early childhood, and special education areas will be adopted in November 2002.

The original CCCS and the proposed modified standards in language arts literacy, mathematics, and science, as well as in the other content areas, are consistent with Title I, Part A of the ESEA. These standards are mandated for all elementary and secondary school students in public education institutions within the state, including children served by Title I, Part A of the ESEA. As stated in *N.J.A.C. 6A-8*, these standards:

- "...define what all students should know and be able to do by the end of their public school education"; and
- "...enable district boards of education to establish curriculum and instructional methodologies for the purpose of providing students with the constitutionally mandated system of 'thorough' public school instruction."

Copies of the CCCS and the draft revisions can be found on the NJDE Web site at: www.nj.us.njded/stass/.

New Jersey is currently revising all of its Core Curriculum Content Standards, including language arts literacy, mathematics, and science. The State Board is scheduled to adopt these revised standards in July 2002.

Following the adoption of the new standards, the New Jersey Department of Education (NJDE) will issue a RFP during the summer of 2002 for the development of new third and fourth grade assessments that are aligned with the revised standards. Initial administration of these tests will be in school year 2003. Future plans call for the development of grade five and six tests in school year 2004, with a science assessment administered in grade four that year. In 2005, the sixth and seventh grade tests will be added, and a social studies assessment will be administered for the first time in grade seven. The GEPA will continue to assess student proficiency in the areas of language arts literacy, mathematics, and science. Science assessment will be added to the HSPA in 2006, bringing New Jersey into full compliance with the federal Title I assessment requirements by that year.

New Jersey's new assessments will integrate both paper and pencil type items with performance assessments. This will allow us to meet two new federal requirements: (1) provide more timely information for teachers to use, and (2) provide more diagnostic information to inform instruction at the classroom level. As the state transitions from one assessment design to new models, technical assistance will be requested of the USDE to assist with establishing links between baseline and benchmark data sets.

Throughout each step of development, New Jersey incorporates the input of the broader state community, soliciting comments and recommendations from not only educators in the field, as well as from business and community groups. Before presenting standards to the NJSBE, the NJDE circulated the draft document to a wide audience for review and comment either in writing or at one of the series of public forums held in the four regions of the state. A proposal is submitted to the NJSBE followed by two months of public hearings. The state assessments are developed again with the full input of the educational community. Committees review test specifications, review draft items for bias and make recommendations on the standard setting.

b. In the June 2002 submission, provide a timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

As indicated above, the New Jersey State Board of Education (NJSBE) adopted the Core Curriculum Content Standards (CCCS) in seven content areas, including science, in May 1996. Those standards are currently in the process of being modified and re-adopted. In the spring of 1999, the Elementary School Proficiency Assessment (ESPA) and the Grade Eight Proficiency Assessment (GEPA) were administered to New Jersey's fourth and eighth grade students in three content areas, including science. Science was part of the ESPA from 1999 to 2001, and is currently part of GEPA. Science will be reinstated as part of the elementary battery and will be included as part of the high school assessment system before or by the time specified by federal guidelines.

Science standards have been revised and now infuse more technology skills than the former science standards. Review and discussion of the revised standards by the NJSBE

took place in May 2002. Public review and testimony will take place in June 2002. Adoption of the revised standards in science is planned for July 3, 2002.

Future plans call for the development of grade five and six tests in school year 2004, with a science assessment administered in grade four that year. The GEPA will continue to assess student proficiency in three areas, including science. Science assessment will be added to the High School Proficiency Assessment (HSPA) in 2006, bringing new Jersey into full compliance with the federal Title I assessment requirements by that year.

- c. *In the June 2002 submission, provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.*

Implementation Timeline of NJ Statewide Assessments

(*italics* = first time administration to meet NCLB requirements; plain type = ongoing administration)

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2002-2003	<i>LAL/ Math</i>	LAL/ Math*				GEPA LAL/Math/ Science	HSPA LAL/Math/ <i>Science</i>
2003-2004	LAL/ Math	LAL/ Math/ <i>Science</i>	<i>LAL/ Math</i>	<i>LAL/ Math</i>		GEPA LAL/Math/ Science	HSPA LAL/Math/ Science
2004-2005	LAL/ Math	LAL/ Math/ Science	LAL/ Math	LAL/ Math	<i>LAL/ Math</i>	GEPA LAL/Math/ Science	HSPA LAL/Math/ Science
2005-2006	LAL/ Math	LAL/ Math/ Science	LAL/ Math	LAL/ Math	LAL/ Math	GEPA LAL/Math/ Science	HSPA LAL/Math/ Science

Notes: LAL – Language Arts Literacy

* A new fourth grade test will replace the current Elementary School Proficiency Assessment (ESPA), probably in 2002-2003; no later than 2003-2004.

While state law does not require State Board approval of the test design or contracts with testing vendors, each new test in each content area will be submitted to the Board for approval after standards have been set, about 60-90 days after the first operational administration.

- d. *In the June 2002 submission, provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).*

The State Board of Education will approve the achievement standards for each test in all content areas after the first operational administration. See timeline table under item c. above for details of the assessment schedule. This standard setting process occurs approximately 60-90 days following the first operational administration of each test. These achievement standards are established based on the recommendations of a committee of practitioners from across the state.

- e. ***By January 31, 2003, provide the State's definition of adequate yearly progress. The definition must include:***
- i. ***For the percentage of students meeting or exceeding the State's proficient level, provide for reading/language arts and for mathematics –***
 - ***The starting point value;***
 - ***The intermediate goals;***
 - ***The timeline; and***
 - ***Annual objectives.***
 - ii. ***The definition of graduation rate (consistent with section 1111(b)(2)(c)(vi) and final regulations).***
 - iii. ***One academic indicator for elementary schools and for middle schools.***
 - iv. ***Any other (optional) academic indicators.***

Currently, the NJDE determines adequate yearly progress (AYP) based on a sliding scale formula that is applied to each school. This scale/formula identifies the amount of progress the school needs to make each year to close the gap in actual student performance and the state standard. This growth rate is calculated for both language arts literacy and mathematics. The results for the two content areas as well as the different grade level tests are reviewed jointly to determine the school's improvement status. Schools are then grouped into six categories that describe their improvement status. Three of these categories demonstrate that either full state standards have been met or that AYP in all areas have been met. Two other categories note that despite making AYP in one or more areas, progress is still needed in another. Finally, those rated in the last category are identified as being in need of school improvement. In 2002, the NJDE notified all such schools of their status, and of the remedial steps they must take. The spring 2002 assessment results will be reviewed using these same criteria, and will be gathered to help set the new starting point for adequate yearly progress.

The state will redefine AYP in accordance with new federal regulations. In spring 2002, the High School Proficiency Assessment (HSPA), the Grade Eight Proficiency Assessment (GEPA) and the Elementary School Proficiency Assessment (ESPA) were administered to all students enrolled in grades 11, eight, and four, respectively. This includes students identified as limited English proficient (LEP) and those with disabilities. In order to ensure the inclusion of all students, those with severe disabilities were administered the Alternate Proficiency Assessment (APA) for the first time.

Once these tests are scored and preliminary assessment results are returned to school districts to assure that all student data and score reports are accurate and correct, the NJDE will analyze these data to establish baselines for the performance of all schools and

students in New Jersey. New Jersey administers make-up tests, to assure the broadest possible representation and participation in the state assessment program. Nevertheless, the data will be compared to enrollment data to ensure at least 95 percent participation. Procedures will also be established to better gauge the rate of participation in future years.

The NJDE will then rank order all schools, starting with the lowest performing. These data will be compared to total students tested to identify where the 20th percentile student will fall. Counting upward from the lowest ranked to that school identified as housing the student at the 20th percentile, the state will identify that school's performance. A school's "percent proficient" will be one possible starting point for identifying future benchmarks. Each subgroup of students will be compared with statewide data for the group. The two indicators will be compared, and the highest will become the starting point from which benchmarks are set.

The NJDE anticipates setting graduated benchmarks for the HSPA since it was first administered this year. It is also anticipated that based on the first year results, districts may need to revisit curricula to assure full alignment with state curriculum standards. However, after the first three years, benchmarks will be set in equal increments. This will allow districts the time needed to adjust curricula and fully prepare teachers in methods and strategies directed to the standards; and will allow teachers the time needed to fully integrate these strategies into their classrooms.

Since the GEPA has been in place for three years, benchmarks for this assessment may be set in equal increments. Full public input and comment will be gathered to assist in the benchmarking process. Because the elementary assessment program will change significantly, technical assistance will be requested to assist us in comparing data and adjusting where necessary to assure appropriate benchmarking processes are employed. This assistance will be requested during the late summer/early fall of 2002, once preliminary test data are available.

- f. By January 31, 2003, identify the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination.²***

The State of New Jersey has consistently relied upon samples of 10 or more as adequate for yielding statistically reliable data, and conversely less than ten as unreliable, especially for purposes of disaggregated data.

This standard will be reviewed between June 2002 and the January 31, 2002 submission deadline to assure that reliable data decisions are made regarding subgroup performance.

- g. In the June 2002 submission, provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments***

² Consistent with final regulations, expected to be released in August 2002.

consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds.

Currently, the New Jersey Department of Education (NJDE) is under a new administration and is undergoing a complete reorganization. This affords the NJDE the opportunity to review all systems and operations and to realign them to meet new goals. One primary goal of the new administration is to develop a single accountability system that will provide one set of goals and direction for the over 600 school districts in the state. The NJDE believes that competing regulations prevent schools and districts from focusing on common goals. The challenge of the new federal legislation now makes a single focus for all schools and districts in the state imperative.

In the fall of 2001, a special departmental work group was convened to review the accountability requirements under both state and federal Title I systems. At that time, discrepancies between the two systems were identified and a policy paper calling for a single accountability system was developed and circulated. Pending new federal guidance, this work will continue.

This departmental work group will be reconvened during the summer of 2002. The group's charge will be to redefine accountability processes and requirements in the state of New Jersey to conform with federal Title I requirements. Part of this work has already begun: in May 2002, the state's administrative code for Standards and Assessment was presented to the New Jersey State Board of Education (NJSBE) for discussion. Incorporated into the proposed code were key changes that outlined the new state assessment schedule and timetable for the new tests in grades three, five, six, and seven, and that called for the inclusion of all students in the accountability system. There remain some inconsistencies in other relevant sections of state administrative code that will be addressed. Currently, a review of *N.J.A.C. 6A:6 Equality in Education Program* is underway again to ensure a coherent focus that assures all students attain high standards consistent with NCLB.

Comprehensive guidance for the implementation of new requirements will be developed following code adoption. The full scope of work will take one year to complete; however, the main part of this work will occur during the summer and early fall of 2002. As noted earlier, New Jersey is uniquely poised to take on these tasks in light of the reorganization of the department and its operations to ensure better service delivery to all schools and districts across the state.

New Jersey looks forward to assuring a single accountability system. As noted above, work toward the establishment of a single accountability system was begun, but was forestalled awaiting the then imminent passage of the NCLB. Now the NJDE is poised to move forward with the alignment of the new federal and state systems. A working committee will be convened in July 2002. The scope of work calls for not only identification of any areas of discrepancy between current state regulations and the

NCLB, but also realignment of state code and regulations to assure full compliance with the NCLB and a single statewide accountability system.

- h. In the June 2002 submission, identify the languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments. Use the most recent data available and identify when the data were collected.***

Approximately 150 different languages are spoken by students in New Jersey schools, including those listed below:

Africaans	Farsi	Norwegian (Landsmaal,
Akan (Twi, Fante)	Finnish	Riksmaal)
Albanian	French	Pampango (Pampangan)
Amharic	Ga	Panjabi (Punjabi)
Arabic	Gaelic German	Papamianto
Aramaic	Greek	Pashto (Pushto)
Armenian (Hayeren)	Gujarati	Pilipino (Tagalog, Filipino)
Assyrian	Hebrew	Polish
Bahasa Indonesian	Hiligaynon (Ilonggo)	Portuguese
Barbadean/Bajan	Hindi/Hindustani	Rumanian (Romanian)
Bengali (Sylhetti Bangla)	Hungarian/Magyar	Russian
Bulgarian	Ibo (Igboo)	Serbo-Croatian (Serbian,
Burmese	Ilocano (Iloko)	Croatian)
Byelorussian	Italian	Sindhi
Cambodian (Khmer)	Japanese	Slovak
Cantonese (Yue, Toishan,	Kannada/Canarese/Canades	Slovenian
Taishan)	Kikuyu (Geyoko, Gikuyu)	Somali
Cebuano (Visayan, Bisayon)	Korean	Spanish
Chuang (Xiang, Hunanese,	Krio	Swedish
Hsiang)	Lao (Laotian)	Taiwanese (Amoy, Fukien,
Creole (Cajun)	Latvian (Lettish)	Min, Swatow)
Creole (English)	Macedonian	Tamil
Creole (French-Patois)	Malayalam	Telugu
Creole (Haitian)	Mandarin (Chin, Kuoyu,	Thai (Siamese)
Danish	Pekingese)	Turkish
Dari (Afghan, Persian)	Mandarin (Northern Chinese,	Ukrainian
Dutch	Putonghua)	Urdu
English	Mande	Uzbek
Estonian	Marathi	Vietnamese
Ewe	Mongolian	Yugoslav

For the 2002 school year, there are 56,712 students of limited English proficiency enrolled in 466 school districts in the state. New Jersey administers its assessments in English; however, the grade eleven Special Review Assessment (SRA), which is a performance assessment, allows for the administration of performance assessment tasks (PATs) in the following languages:

Haitian Creole	Arabic
Gujarati	Chinese
Korean	Japanese
Polish	Portuguese
Spanish	Vietnamese

New Jersey plans to develop assessments in Spanish. This assessment will be available initially at grades 3 and 4, beginning next year. As our assessment program is extended up through the grades to grade 8, the NJDE will phase in assessments in this language at each grade. Other language tests will not be developed because the number of LEP students who speak other languages drops so significantly that it would not be practicable to develop assessments in these other languages. Specifically, of the top ten languages, no other language group reflects more than 100 students per grade other than Spanish. To develop assessments for groups with fewer than 100 students is not practicable.

Data on languages and assessments presented above represent the most recent available data and were collected on October 15, 2001, as part of the Application for State School Aid (ASSA) and the LEP enrollment summary. The 56,712 figure does not include nonpublic students, which represent an additional 1,506. These students will be factored into the total.

- i. ***In the June 2002 submission, provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.***

As described below under item *j.* in this section, the 2002-2003 school year will be a planning year in which a committee will be convened to choose an assessment instrument to annually measure English language gains and develop a process for collecting these data. It is anticipated that baseline data will be collected in September 2003. The NJDE will advise the USDE by May 2003 of the annual performance objectives in this area and the test that will be used to determine district achievement of such objectives.

New Jersey LEAs are currently required by administrative code to annually assess limited English proficient students for language proficiency. There are three approved language proficiency tests that are currently used by school districts for this purpose: the Language Assessment Scales (LAS), the Maculaitis Assessment Competencies (MAC II) Test of English Language Proficiency, and the IDEA Proficiency Test (IPT). Thus, the requirement that the “LEAs provide an annual assessment of English proficiency...including assessment of English proficiency in speaking, reading, listening, writing, and comprehension” is already being implemented in New Jersey schools. The planning activities that the SEA will be carrying out during the 2002-03 school year described above will concern the development of a uniform system for LEAs to report these gains to the NJDE. As three different tests are used statewide to assess language proficiency, student gains are measured and reported differently on each one. Therefore,

the department will convene a task force in the fall of 2003 to explore various options for the annual measuring and reporting of student gains. Such options to be explored include the following:

1. Equating the three tests in order to uniformly report results;
2. Reporting results separately for each of the three tests used; and
3. Maintaining the use of the current tests only for identification and placement purposes and adopting a different test for measuring and reporting annual gains.

The NJDE will enlist a consultant in testing and measurement to lead the committee in its work and to assist in the development of a uniform reporting system. We will also request technical assistance from the USDE regarding how best to collect this data and report it to ensure full compliance. The issues on which we will seek clarification include the following:

- Do we need to report data by cohort and language proficiency levels or do we demonstrate language proficiency gains as an absolute numerical reporting?

- j. In the June 2002 submission, describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the State academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the State's plan and timeline for completing the development of these standards and achievement objectives.***

The English as a Second Language (ESL) standards developed by Teachers of English to Speakers of Other Languages (TESOL), *ESL Standards for Pre-K–12 Students*, were adopted in *New Jersey Administrative Code* in 1998 as the standards with which all ESL programs in the state must be aligned. The *ESL Standards* articulate the English language competencies that English language learners need in order to become fully proficient in English and achieve the same challenging content standards as their English-speaking peers. Following the adoption of the *ESL Standards*, the NJDE convened a committee of ESL teachers to align the *ESL Standards* to New Jersey's language arts literacy standards. The purpose of this alignment is to assist districts in identifying curriculum objectives and instructional and assessment activities that lead English language learners to develop native-like levels of English proficiency and begin to develop the language arts skills, in English, that they will need to meet the language arts literacy standards.

The *ESL Standards* are in place in New Jersey and considerable progress has been made by districts to align their ESL curricula to the standards. (Such alignment is required in the New Jersey regulations governing bilingual and ESL programs.) However, at this

time, the state has not yet set annual measurable achievement objectives in ESL. In order to establish such objectives, the NJDE will carry out the following activities:

Activity	Timeline
Convene a committee of bilingual/ESL educators to meet with Office of Assessment and Office of Bilingual Education Staff	October 2002
Explore the various options for testing language proficiency, including the following: <ul style="list-style-type: none"> reviewing the activities of other states in selecting tests and setting annual achievement objectives testing options available, including: <ul style="list-style-type: none"> - Equating the MAC II, LAS, and IPT tests currently used in New Jersey schools; - Adopting an English language achievement test such as the ones currently under development by (1) the Educational Testing Service (ETS); and (2) the Council of Chief State School Officers (CCSSO) LEP Consortium; or - developing a New Jersey specific English language achievement test similar to that developed in other states. 	October – December 2002
Present committee makes recommendations to the Commissioner of Education	December 2002
Undertake the following tasks, depending upon the recommendations of the committee: <ul style="list-style-type: none"> develop annual measurable English language proficiency objectives; develop objectives for the attainment of full English proficiency and mainstreaming; or contract with the test developers to develop a New Jersey-specific test. 	January – March 2003
Develop and submit ESL achievement objectives/mainstreaming objectives to the USDE	May 2003
Develop data collection instruments and provide information sessions to school districts on the annual objectives and data reporting instruments	Fall 2003

Recently, new language proficiency tests were adopted in order to ensure updated norms. As a result, in 2002 districts were offered the option of using three commercially produced language proficiency tests for this purpose: the LAS, the IPT, and the MAC II. The adoption of these three tests was the outcome of a rigorous and extensive two-year selection process that involved school district practitioners as well as testing and measurement experts. Moreover, the tests were piloted in New Jersey districts in order to assure high validity, reliability, and practicality of administration.

This fall we will convene a statewide task force to assist us in establishing state objectives for English language proficiency. These objectives will be applied to these three tests administered during the 2002-2003 school year and submitted to the USDE by May 2003. The planning activities that the NJDE will carry out during the 2002-2003 school year, as described above, concern the development of a uniform system for LEAs to report these gains to the NJDE. As three different tests are used statewide to assess language proficiency, student gains are measured and reported differently on each one. Therefore, the NJDE will convene a task force in the fall of 2003 to explore the various options for the annual measuring and reporting of student gains. The options to be explored include the following:

1. Equating the three tests in order to uniformly report results; and
2. Reporting results separately for each of the three tests used.
3. Maintaining the use of the current tests only for identification and placement purposes and adopting a different test for measuring and reporting annual gains.

The NJDE will engage a consultant in testing and measurement to lead the committee in its work and to assist in the development of a uniform reporting system.

2. ***In the June 2002 submission, describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:***

- a. *timelines*
 - b. *selection criteria and how they promote improved academic achievement*
 - c. *priorities and how they promote improved academic achievement.*
- (In lieu of this description, the State may submit its RFP for the program.)***

The programs to be addressed are:

- 1) ***Even Start Family Literacy (Title I, Part B).***
- 2) ***Education of Migrant Children (Title I, Part C).***
- 3) ***Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2).***
- 4) ***Comprehensive School Reform (Title I, Part F).***
- 5) ***Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3).***
- 6) ***Enhanced Education Through Technology (Title II, Part D).***
- 7) ***Safe and Drug-Free Schools and Communities -- reservation for the Governor (Title IV, Part A, section 4112).***
- 8) ***Community Service Grants (Title IV, Part A, section 4126).***
- 9) ***21st Century Community Learning Centers (Title IV, Part B).***

Competitive Subgrant Procedures

The New Jersey Department of Education (NJDE), maintains a rigorous system of parallel responsibility for the awarding of discretionary grant funds. Under this system, the Office of Grants Management and Development (OGMD) and the sponsoring program offices share the NJDE's obligation and commitment to administer discretionary grant programs to ensure the fair and equitable distribution of discretionary grant funds through the timely and

consistent implementation of the grants management system, and to ensure accountability and audit integrity at all points in the system. OGMD is responsible to establish and maintain appropriate and effective procedures to achieve these ends. In all cases, available federal and state funds for entitlement and discretionary subgrant programs are allocated to enhance major educational initiatives in accordance with federal and/or state regulation governing the use of such funds.

To ensure integrity in the distribution of competitive subgrant funds, the NJDE has implemented a grants management system that includes uniform procedures for the efficient and objective distribution of discretionary funds. The department-wide grants administration system is designed to separate the identification of need and development of a Notice of Grant Opportunity (NGO), formerly called a Request for Proposals (RFP), for a grant program, from the selection, awarding and monitoring of individual grant projects.

Under this system, the authorities over the components of grant administration are divided among many individuals (program staff and grant administration staff), including representatives from outside the NJDE, to ensure objectivity and integrity in the awarding of funds. Specifically, each division will review and comment on every NGO before dissemination. Additionally, each evaluation panel responsible for scoring applications that may result in subgrants, includes a least one representative external to the NJDE.

To be approved for public release, each NGO must first have the endorsement of the sponsoring NJDE program division assistant commissioner certifying that all pertinent program and fiscal regulatory guidelines are addressed, and must subsequently receive the approval of the assistant commissioners for each division within the department. The NGO guidelines, along with the standard NJDE Discretionary Grant Application (DGA) instructions and forms package, are disseminated to all eligible agencies and include information regarding available technical assistance workshops. Implementation of a standard forms and instructions package, separate from individual program specific guidance, was modeled after practices of the USDE.

Applications received by the published due date and time, in response to an NGO, are submitted to an objective evaluation panel for an initial independent review and arena reading (full panel discussion). Applications are listed in rank order based on evaluation panel scores, and applications are funded highest (100 points) to lowest (65 points) until the available funds are exhausted. No awards are made to agencies whose applications received scores below 65 points.

The final process to award grant funds requires the collaboration of program and grant staff prior to the issuance of a grant agreement. This process focuses on pre-award revisions subsequent to the selection of agencies eligible for funding consideration in order to strengthen the program and ensure allowable and prudent use of funds. Approval of grant agreements resides solely with an independent grants officer.

Grant project reporting, and grant monitoring, modification and close-out activities are managed throughout the project period by assigned program officers and grant specialists.

As a result of this well-coordinated and efficient process, grant program funds are awarded to the most appropriate and competitive projects statewide, while ensuring objectivity, accountability and integrity in the prudent use and distribution of discretionary resources.

Selection Criteria

The NJDE has developed six standard and broadly applicable selection criteria that provide the basis upon which applications are selected for funding under each of the discretionary grant programs administered by the department. These selection criteria are modeled after those commonly used by the USDE and include:

1. The local conditions and/or needs are consistent with the stated purpose of the grant program and with the intended population to be served.
2. The project plan is comprehensive and reasonable, addresses the identified local conditions and/or needs, and will contribute to the achievement of the intended benefits of the grant program.
3. The project goals and objectives are properly constructed and logically sequenced to substantiate the project plan, and are supported by specific and measurable indicators that will allow for objective assessment of progress toward achievement of the goals and objectives.
4. The project activities represent a well-defined and logically sequenced series of steps which will result in the achievement of each goal and corresponding objective(s).
5. The project budget is integrated with the comprehensive project plan, and proposed expenditures are necessary and reasonable for the effective implementation of the project activities.
6. The agency's commitment to the project is well-documented, and the agency possesses the requisite organizational capacity and authority, including necessary resources and relevant experience, to support successful implementation.

When developing an NGO, NJDE program offices establish the specific information that agencies must provide in their applications in order for evaluation panels to score each application based on the above criteria. Within the framework of the six selection criteria, applications are evaluated based on quality, comprehensiveness, completeness, accuracy, and appropriateness of response to the guidelines and requirements of the governing NGO.

Note: The generic selection criteria are contained in the NJDE's standard Discretionary Grant Application (DGA) package, which can be found on the NJDE Web site at:
www.state.nj.us/njded/grants/discretionary/apps/.

Priorities

All of the discretionary grant programs administered by the NJDE are developed in accordance with the priorities established in the NJDE *Strategic Plan*. The revised *Strategic*

Plan focused on the ultimate mission of the New Jersey State Board of Education (NJSBE) and the NJDE, which is to provide an appropriate environment to assist students in their efforts to excel academically and to become successful citizens in a global society. To achieve its mission, the NJSBE and the NJDE have set forth the following goals in the *Strategic Plan*. These goals form the basis for the department's priorities in developing individual discretionary grant programs:

1. To ensure that all students, including students with disabilities, students in state facilities, and students with limited English proficiency (LEP) achieve the Core Curriculum Content Standards.
2. To ensure that all students receive instruction and supervision from educators who possess the knowledge and skills necessary to address the Core Curriculum Content Standards.
3. To ensure that all students are educated in school facilities that are conducive to achieving the Core Curriculum Content Standards.
4. To ensure that all students are educated in a school system that is both programmatically and fiscally accountable for its services and resources.
5. To ensure that policies and programs promulgated by the State Board [NJSBE] and the Department of Education [NJDE] will positively impact the health, social and emotional well being of all students, and to foster the delivery of state services which effectively address the needs of the whole child.

Note: The NJDE's *Strategic Plan for Systemic Improvement of Education in New Jersey* can be found on the NJDE Web site at: www.state.nj.us/njded/strategic/toc.htm.

The following individual grant programs are developed and made available within the framework of the department-wide procedures, selection criteria and priorities:

- ***Even Start Family Literacy (Title I, Part B)*** - The Even Start Family Literacy Program grants are competitively awarded in compliance with federal requirements as mandated under the NCLB. The Notice of Grant Opportunity (NGO) is developed in consultation with the NCLB Advisory Council, whose membership includes representatives of the Even Start Program. In March of this year, the NGO was posted on the NJDE Web site for both new and continuation grant applicants. Applicants are given approximately eight weeks to complete and submit their applications to the NJDE.

Applications for new programs are then reviewed and evaluated by a review panel consisting of qualified representatives from early childhood, adult education, and family literacy disciplines. Review for continuation applications is conducted by NJDE staff on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected by the applicant and approved by the NJDE

under the initiating multi-year NGO. Applications are also reviewed for completeness, accuracy, and appropriateness of response to each of the items identified in the NGO and Discretionary Grant Application (DGA). Grantees will receive award notifications following the pre-award revision process. The grant award period is from October 1 to September 30 of each year for all new and continuing programs.

Each year the NJDE utilizes a formula for awarding grants which takes into consideration the allocation, the current number of subgrants, and the increased required match for each current grantee. The number of programs that choose not to re-apply is also considered before determining the number of new programs funded in any given year.

The selection process utilized by the NJDE requires that each agency applying for Even Start funding provide documentation that all new hires for the Even Start Family Literacy Program meet all state certification for the appropriate position. A provision is made for existing staff which stipulates that those who were hired before January 2002 and are not certified have until 2004 to come into compliance. Additionally, all agencies are required to ensure quality programming for all staff which includes providing access to cross-cutting professional development that is designed to fine tune the skills necessary to work in a comprehensive family literacy environment.

Subgrant applicants are required to provide a description of the program plan which must include clear goals and objectives, periodic assessment, benchmarks, continuous improvement, and ongoing organizational strategies. Applicants must describe the identified target population; the identification and recruitment process utilized, with emphasis on low-income families and those with the highest need for services; the proposed activities and services; how the program is integrated with other programs such as Head Start, Adult Education, and other relevant programs; and how the program will be evaluated.

Applicants are encouraged to utilize the following strategies to develop and support long-term sustainable programs that improve family literacy:

1. Monthly meetings between the lead agency and other participating organizations to review progress toward program goals and review each agency's continued role and responsibilities to the Even Start Program;
2. Program flexibility to meet the changing needs of the target population;
3. Recognition of mutual accountability among collaborating agencies to maximize progress toward achieving program goals;
4. Expansion of the number of collaborating agencies as programs enter each succeeding year in order to increase available resources and services; and

5. Coordination and integration of funds with Head Start, Adult Education, and other relevant programs in order to provide the full range of services required to implement the Even Start Family Literacy Program.

This multi-year grant program is limited to formal partnerships of a LEA, and at least one of the following: a nonprofit community-based organization or an institution of higher education. Any of these agencies within a partnership may apply as the lead agency.

Applicants may be categorized as follows:

- Category 1: *Agencies that have not previously received federal Even Start funds.* Federal program guidelines require grantees to increase their matching funds incrementally over the grant period, while federal funding levels decrease proportionately (10 percent annually). Therefore, only agencies with the commitment and capacity to meet matching requirements will be eligible to apply; or
- Category 2: *Agencies that are applying for continued funding.* These agencies must submit the standard application forms available in the Discretionary Grant Application (DGA) package, including a budget for the subsequent program year and a single-year activity plan. The Even Start Family Literacy Program runs in four-year cycles. There is no official end date for the funding cycle unless funding agencies are unable to maintain the matching requirement. For those agencies that are able to continue meeting the matching requirement, programs could extend into a third four-year cycle or beyond.

Agencies entering their fifth or ninth year of Even Start funding must also provide a Project Description covering the previous funding cycle (*e.g.*, years 1-4) and plans for the next cycle (*e.g.*, years 5-8). Additionally, agencies entering a new funding cycle must describe their Organizational Commitment and Capacity in support of their proposed projects for the subsequent 4-year period. All other continuing agencies must provide an update in the Project Description portion of their applications that describes the previous program year.

Even Start Family Literacy Programs must demonstrate the ability to transition from sole reliance on federal and state funds to self-sustaining programs. As such, the required match becomes important in proving their ability to be self-sufficient while maintaining program consistency and quality of services. The required match may be provided as cash or as an in-kind contribution, fairly evaluated, and may be obtained from any source, including other federal funds under the NCLB. The match percentages as specified in the act are contingent upon the number of years of previous funding.

The competitive grant award process for the Even Start Family Literacy Program will be administered in accordance with the procedures established by the NJDE, as

described previously in this section. As prescribed by the federal regulations governing this program, each first year application will be reviewed by a panel consisting of qualified individuals with a diversity of experiences. This panel will represent the following constituencies as prescribed by federal regulations: an early childhood professional, an adult education professional, and an individual with expertise in family literacy programs.

The Even Start Family Literacy Program will utilize the standard state selection criteria as well as the specific criteria of the program to ensure the creation and maintenance of high quality programs that facilitate academic achievement for children and adults, and that break the cycle of poverty and illiteracy. Each program is designed to integrate early childhood education, adult literacy or adult basic education, and parenting and home-based education into a seamless delivery system that simultaneously increases the literacy levels of its students and parent participants. All even start components are linked to scientifically-based research practices for providing services to children ages 0-7 and to adults, and are consistent with New Jersey's Core Curriculum Content Standards.

For continuing programs, staff from the Office of Educational Support Services will review each grant application on the basis of quality and comprehensiveness, including consistency with a project plan selected and approved in the application under the initiating multiyear NGO.

The NJDE has determined that programs which incorporate a seamless system of the components listed below will contribute to the improved academic achievement of participants.

- Early childhood development, which focuses on scientifically-based reading and literacy activities/curriculum;
- Adult education, which fosters increased literacy/English proficiency, academic achievement (including ABE, GED, ESL), career/training skills;
- Parenting education, which includes workshops and activities designed to create a parenting model for participants; and
- Home-based education, which builds on existing family strengths, shows respect for the family's culture, emphasizes the home as the child's first and most important learning environment, and demonstrates that learning occurs through everyday experiences.

For fiscal year 2002-03, continuation grants will be awarded in August 2002, with a grant period start date of October 1, 2002. These grants will expire on September 30, 2003. In the fall of each consecutive year, starting with 2002, a new NGO will be issued for first-year grant applicants as well as continuation grant applicants. These grants will be awarded for the following time periods:

Award Approval Date	Grant Start Date	Grant End Date	Final Report Due
August 2003	October 1, 2003	September 30, 2004	December 2004
August 2004	October 1, 2004	September 30, 2005	December 2005
August 2005	October 1, 2005	September 30, 2006	December 2006

Grants will be funded based on availability of federal monies. However, should there be funds available after all approved applications have been funded, additional applications may be solicited.

- ***Education for Migrant Children (Title I, Part C)*** – 2002-2003 represents the fifth and final year of a multi-year grant program available to the agencies selected through a competitive process in the first year (1998-1999). The grant recipient agencies are Essex County Educational Services Commission and Gloucester County Special Services School District. The program timelines are January 1, 2003, through December 31, 2003. Each of the two recipient agencies services one-half of the state. By providing supports to eligible students in school enrollment, records transfer, and program coordination, the agencies will act to ensure that migrant children are provided with appropriate educational services.

In their original submissions, both providers were selected based on their comprehensive plans, familiarity with local conditions, and their ability to contribute to the achievement of the intended benefits of the grant program. The applications contained properly constructed goals and objectives, supported by measurable indicators for progress. Their commitment to the project has been demonstrated consistently since the initial awards in 1998-1999.

- ***Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk—Local Agency Programs (Title I, Part D, Subpart 2)*** - This formula grant program is awarded directly to the three eligible state agencies serving the targeted population. These agencies are: the NJ Department of Corrections (DOC), the NJ Department of Human Services (DHS), and the NJ Juvenile Justice Commission (JJC).

The three recipient agencies serve the target population by providing supplemental educational supports designed to aid students in making a successful transition from institutionalization to further schooling and/or employment. Each agency is charged with responsibility for the care and custody of neglected and/or delinquent children and youth who may or may not have had specific criminal charges against them. The agencies all operate statewide systems of facilities and schools, which serve this population. The project plan of each agency contains well-defined goals and objectives that allow for an assessment of progress in measurable terms. Activities described in the applications are logically sequenced and result in the achievement of the grant's objectives.

Subpart II selection is based on those agencies providing services to youth served in county and local delinquent agencies in the state. Originally, the allocation was made to the LEA in which the agency serving the target population was physically located. In many cases, those LEAs transferred the funding (called a "pass thru") to other LEAs that

actually provided the Title I activities. Over the past several years, however, we have encouraged these LEAs that provide services to accept full responsibility. We encourage them to request that the allocation be made directly to the supporting LEA. This strategy has been successful and several LEAs have changed.

In addition to identifying which LEAs receive allocations, we have changed the method by which we identify how many students are served in each institution. In past years, we sent surveys directly to the delinquent agencies asking how many youth were served. However, we found many of these agencies under-reported the number of youth and we were, therefore, required to make an adjustment. This year we changed the procedure and surveyed the support LEAs. We feel that being more familiar with the Title I law and regulations, the LEAs are better able to, in consultation with the delinquent agencies, make a more accurate determination of the correct number per delinquent agency. This process has reduced the number of post-allocation adjustments.

Applications for funds, which all LEAs receiving Title I monies must complete, describe services to be provided. If the LEA is providing services for N&D facilities, these services are described in the LEA application and the accompanying costs are reflected in the budget.

NJDE oversight of these programs includes activities such as data collection regarding outcomes associated with grant-related activities. Projects operate October 1, 2002, through September 30, 2003.

- ***Comprehensive School Reform (Title I, Part F)*** – In addition to the basic parameters and guidelines established by the NJDE for all subgrant programs, as described in the beginning of this section, the Comprehensive School Reform (CSR) program has additional priorities that will be used to award competitive contracts.

Three hundred schools have been identified as being *in need of improvement* based upon the state assessment data and failure to achieve adequate yearly progress. Priority in awarding grants will be given to those schools, and technical assistance will be provided regionally on the application process. These schools have been targeted since they are among the lowest performing in the state. Through the adoption and implementation of Whole School Reform, it is anticipated that these schools will employ research-based strategies that are most likely to improve student achievement.

The program application for CSR require subgrantees to set objectives for each of the 11 critical elements of school reform in conformance with federal requirements. Furthermore activities that are designed to assure attainment of objective set are listed in the project application, along with timelines. Quarterly reports are submitted showing completion of activities as outlined. These reports are reviewed closely to assure projects are progressing as planned.

To assist projects, the NJDE, in collaboration with the Laboratory for Student Success (LSS) of Temple University, has planned a series of technical assistance sessions that

focus on charting progress through the identification and use of key indicators. For indicators that show weakness, follow-up individualized technical assistance will be provided.

Finally, the NJDE plans to contract with an outside educational evaluator who will design, collect and analyze key data components that will be integrated into a statewide comprehensive evaluation of the program. This evaluation will provide necessary data to provide ongoing program improvement.

CSR awards will be granted on a competitive basis to those schools that show the most promise in effecting schoolwide change through the development of a thorough and detailed three-year plan. These plans will describe how the schools will address the need to improve student achievement with the adoption and implementation of a scientifically-based research model.

In 1999, New Jersey developed a Whole School Reform (WSR) initiative as a result of the New Jersey Supreme Court *Abbott v. Burke*. As part of this initiative, New Jersey identified nine elements that were essential to school reform. These elements ensure a comprehensive, cohesive approach to school improvement and achievement of the state's Core Curriculum Content Standards; therefore, similar elements are required under the CSR program. The NCLB legislation has added two new components to CSR, which New Jersey included in its program criteria. Consequently, CSR implementation in New Jersey has been consistent from the beginning with the New Jersey's school reform efforts and has had a seamless transition and implementation. These elements include:

1. Effective Research-Based Methods and Strategies: The program employs innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.
2. Comprehensive Design with Aligned Components: The program has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students - including children from low-income families, children with limited English proficiency, and children with disabilities - to meet the Core Curriculum Content Standards and addresses needs identified through a school needs assessment.
3. Professional Development: The program provides high-quality and continuous teacher and staff professional development and training that is linked to the Core Curriculum Content Standards.
4. Measurable Goals and Benchmarks: The program has measurable goals for student achievement and benchmarks for meeting those goals, which should be tied to the Core Curriculum Content Standards.

5. Support Within the School: The program is supported by school faculty, administrators and staff, who participate in school-based decision making. A school-based budget is an integral part of the program.
6. Parental and Community Involvement: The program provides for the meaningful involvement of parents and the local community in planning and implementing school improvement activities.
7. External Technical Support: The program utilizes high-quality external support and assistance from a comprehensive school reform entity with experience or expertise in schoolwide reform and improvement.
8. Evaluation Strategies: The program includes a plan for the implementation of school reforms and the student results achieved.
9. Coordination of Resources: The program identifies how other resources (federal, state, local and private) available to the school will be utilized to coordinate services to support and sustain the school reform.

Two additional components have been added with the No Child Left Behind Act of 2001:

10. Scientifically-Based Research: The program has been found to improve significantly the academic performance of participating students compared to non-participating students; or show strong evidence that the model would significantly improve the performance of participating students.
11. Strong Support: Support must be provided for teachers, principals, administrators, and other school staff. Through the development of a comprehensive plan based on scientifically-based research and best practices, schools participating in the CSR are expected to show significantly improved academic achievement.

Each school is awarded funding for three years based upon successfully meeting the continuation requirements. This timeframe allows schools to initially train all staff in the model, and support implementation efforts and new instructional strategies, as well as allows for systemic changes to take root and become institutionalized in the school.

The 11 elements of CSR will be described in the needs assessment and be incorporated in the schools objectives to meet NGO requirements.

Under New Jersey's current program design, an award of \$50,000 is made to each applicant school, and an award of \$5,000 per funded school is made to the applicant LEA for technical assistance and evaluation of the project. This is consistent with the research that shows the successful implementation of reform models is more likely with central administrative support. Currently, there are 149 funded CSR projects. These projects are assigned to three districts cohorts. The implementation stage for each cohort is shown below:

Group	Award Approval Date	Grant Start Date	Grant End Date	Final Report Date
A	4/26/99	9/1/99	8/31/00	10/31/2000
B	8/11/00	11/1/00	8/31/01	10/31/2001
C	7/20/01	11/15/01	8/31/02	10/31/2002

The timeline for the next grant funding cycle is as follows:

Issue NGO: January 2003
 NGO Submission: March 2003
 Contract Start Date: July 1, 2003

It is anticipated that 146 awards will be made: 100 new and 46 continuation.

- ***Teacher and Principal Training and Recruiting Fund—Subgrants to Eligible Partnerships (Title II, Part A, Subpart 3)*** – The project period for Year Two of a two-year higher education continuation competitive subgrant will be from September 1, 2002 through August 31, 2003. Year One of these professional development programs is still underway, having been funded through the Eisenhower (if this is the name of the program it should take initial caps) higher education competitive subgrant program. Eligible applicant candidates for Year Two were limited to the six higher education institutions awarded funding for Year One through a competitive process. A copy of the Notice of Grant Opportunity (NGO), Year Two of Two, is attached as Appendix A.

The six applications received by the NJDE on February 19, 2002, were reviewed and approved through an established internal review process. Award verifications were mailed in April 2002 to applicants determined to be eligible for funding consideration. The pre-award review process is presently underway and will be completed in June 2002. Grant agreements will be mailed in July 2002. To ensure that the funded projects are in compliance with the new requirements of Title II, Part A, the six higher education institution grantees will be required to submit narrative addenda and assurances and, where appropriate, revised partnership agreements and budgets in accordance with the following new Title II, Part A requirements:

- Eligibility partnerships must include: a private or state institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need LEA;
- No single participant in an eligible partnership may use more than 50 percent of the Title II, Part A funds made available to the partnership;
- Activities must be based upon review of scientifically-based research;
- Funds may be used to supplement, not supplant, state and local funding; and
- Professional development activities must promote improved student achievement.

In December 2002, a new competitive subgrant multi-year funding cycle will begin with a NGO to fund higher education/LEA partnership professional development programs. Priority will be given to applicants whose innovative professional development programs are: based upon a review of scientifically-based research; include activities that are aligned with the CCCS; and include evaluation plans that require baseline data and performance indicators geared toward promoting improved student academic achievement. The state will also ensure that the subgrants under this section are equitably distributed by geographic area within the state in the following manner: Of the \$1,609,212 available for these subgrants, the state will award 6 grants, two per region (North, Central, and South) at a maximum award of \$268,200 each.

Selection criteria will be based upon the following information that the candidates include in their applications:

- The stated local professional development needs, including the needs of the teachers (also novice paraprofessionals, principals, and other school personnel, if appropriate) are based upon the stated academic achievement needs of its students.
- The project plan is comprehensive, is based upon a review of scientifically-based research and addresses the identified local professional development needs that will result in an improvement in the quality of instruction and student academic achievement.
- The project goals are tied to the state and national teacher quality goals, and are supported by specific and measurable indicators, which include indicators for the improvement of student academic achievement.
- The professional development activities and initiatives represent a well-defined and logically-sequenced series of steps, which will result in the achievement of each goal for the improvement of teacher quality and student academic achievement.
- The project budget is integrated with the project plan, and proposed expenditures are necessary and reasonable for the effective implementation of professional development activities.

A copy of the Year One Performance Indicators matrix that grantees must complete and submit at the end of September 2003 is attached as Appendix B. The application submission deadline will be in February 2003. Evaluation/external review will take place in March 2003, and award verifications will be sent out in April 2003. Pre-award revisions will take place from April through June 2003, and grant agreements will be mailed in July 2003. The state will provide technical assistance to the grantees through all phases of the application process and during the project periods to ensure that the programs comply with the stated purposes of the act.

- ***Enhancing Education Through Technology (Title II, Part D)*** – Issuance of competitive grant awards under the Enhancing Education Through Technology program will be in accordance with NJDE procedures set forth in this section.

The NJDE confirms that the only eligible local education agencies for Enhancing Education through Technology funds are those funded under Title I, Part A (a high-need educational agency – high-poverty) and at least one of the following:

- o operates one or more schools identified (under Part A — Improving Basic Programs Operated by Local Educational Agencies, *Subpart 1 — Basic Program Requirements*, Sec. 1116. Academic Assessment and Local Educational Agency and School Improvement) as needing a corrective action plan (low performing), or
- o has a substantial need for assistance in acquiring and using technology (high technology need.)

In addition, eligible local partnerships may also apply for competitive funds. The partnership shall include at least one high-need local educational agency and one of the following:

- o A local educational agency that can demonstrate that teachers in schools served by the agency are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in
 - classroom instruction in the core academic subjects; and
 - the preparation of students to meet challenging State academic content and student academic achievement standards;
 - An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act;
 - A for-profit business or organization that develops, designs, manufactures, or produces technology products or services, or has substantial expertise in the application of technology in instruction; or
 - A public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and
 - may include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

The eligible agencies are expected to develop their projects based on clear guidelines issued through the Notice of Grant Opportunity (NGO). The NJDE Office of Educational Technology will develop the NGO. The NGO will provide a clear path for eligible agencies to develop a specific project that is aimed at improving academic achievement in their districts, and includes the activities described in section 2416.

The NJDE Office of Educational Technology will use Title II, Part D funds for competitive and formula driven programs. The competitive process and formula grant process is very different in timeline and focus. Therefore, there are two separate applications and procedures.

The formula driven grant process is currently underway for this year as part of the Consolidated Subgrant Application in New Jersey. Districts have an opportunity to apply and accept the formula driven grant funds in the various program areas (or Titles) outlined in NCLB. The Title I, Part A formula will generate a list of eligible recipients. The applications will be accessible to all school districts via the NJDE web site. Eligibility will be verified against NJDE records, the applications will be reviewed, and upon acceptability of the application, the funding process will begin.

The competitive grant process may occur throughout the year anytime a Notice for Grant Opportunity is published. Only eligible agencies will be notified that the competitive NGO document is available on our department's web site. Upon receipt of the competitive application, NJDE records will verify eligibility. The competitive process will continue with the NJDE process as detailed in the Consolidated State Application.

Those agencies funded with Enhancing Education through Technology funds are expected to develop their projects based on clear guidelines issued through the Notice of Grant Opportunity (NGO). The NJDE Office of Educational Technology will develop the NGO, and its contents will provide a clear path for eligible local education agencies to develop a specific project that is aimed at improving academic achievement in the high-need districts.

The NJDE has also provided leadership through the development and adoption of its *Strategic Plan*, and has positioned itself as a supporter of educational technology and its role in promoting student academic achievement.

- Objective 2.3 of the second strategic plan goal states: "The department will provide sufficient opportunities for all teachers to acquire the skills and knowledge needed to use educational technology as an efficient tool to support achievement of the [Core Curriculum Content Standards](#) by the anticipated date of fall 2000 and ongoing."
- Objective 3.5 of the third strategic plan goal states: "The department will provide ongoing guidance and resources to districts to ensure that facilities are appropriately equipped with technology."

In addition, the Office of Educational Technology has developed its vision and benchmarks or goals for all schools in New Jersey. All grant programs are expected to link their projects to the educational technology goals detailed in the vision and benchmarks, which are included in this Consolidated State Application. These goals will also be posted on the NJDE Web site.

Educational technology is recognized as a necessary tool in the classroom to support academic achievement. All of the goals and objectives established in the NGO will be linked to New Jersey's *Strategic Plan* and the Office of Educational Technology's Vision and Benchmarks. As a result, the competitive grant procedures including the standard selection criteria, New Jersey's *Strategic Plan* and the Office of Educational Technology's goals will be used by the eligible LEAs to design a consistent, well-developed, curriculum-driven, technology infused project that shows a clear vision for educational technology within the district. The LEAs will focus on the content of the proposed grant project to ensure academic achievement of all students.

During the summer of 2002, the (still an office?) Office of Educational Technology will finalize the assessment tools to be used by each grant recipient. The competitive grant process starting with writing the NGO documents will begin in the summer of 2002 for the grant period start date of February 1, 2003. Baseline data will be obtained for all involved students as part of the spring 2003 statewide testing program. For all multi-year grant programs, a continuation grant application is required annually. The following table shows the timelines for each grant program.

GRANT TITLE	START DATE	END DATE	LENGTH OF GRANT PERIOD
Technology in the Language Arts Literacy Curriculum	February 1, 2003	January 31, 2006	Three years
Development of On-line Courses (DOC)	June 1, 2003	May 31, 2005	Two years
Access~Collaboration~Equity plus Instruction (ACE +)	May 1, 2003	April 30, 2004	18 months

Along with the assurance required of all New Jersey competitive grant applicants, those LEAs that apply for Educational Technology funding will also have to assure that they will administer the teacher assessment tools to all teachers involved.

In addition, LEAs that receive educational technology formula grant awards that are of sufficient size to be effective and that meet the eligibility requirements under the Educational Technology competitive grant program will be given priority.

The program requirements/instructions will focus on the vision and capacity of the LEA to successfully implement the projects. Summaries of all proposed projects for the 2002-2003 funding year are attached as Appendix C. Sample applicant requirements and instructions are as follow:

- Identify as specifically as possible the major goals of the proposed project. For each goal, specify a time frame in which the goal is to be achieved.
- Specify objectives that will lead to the achievement of the identified goals.

- Specify objectives that are measurable, achievable, realistic and consistent with the needs described. Identify a time frame for the accomplishment of each objective.
- Describe how the success in achieving the goals and objectives will be evaluated.
- Describe how a minimum of 25 percent of grant funds awarded through this grant will be used for the professional development of classroom teachers, including mentoring, to assist in their acquiring proficiency in using technology for the instructional process and supporting school reform efforts for New Jersey's Core Curriculum Content Standards.
- Describe the program and specify activities that will lead to ongoing quality and meaningful professional development.
- Describe how the instructional program has promoted student achievement of the Core Curriculum Content Standards.
- Describe the process for the continuation or expansion of this project beyond the grant year.
- Provide a compelling rationale for selecting the key component or components from the local technology plan addressed under this grant program.
- Describe how the local technology plan component or components relate directly to the objectives for this grant program.
- Describe the ways in which private/non-public schools are involved in planning and implementation of this grant program at the local level described.
- Identify the criteria used to select the students to participate; describe how the children's needs will be identified, the benefits that will result, and how nonpublic participation will be evaluated.
- Identify and describe the ways in which some of the following agencies, as applicable, will be involved in planning and implementing of this grant program at the local level:
 - o public libraries
 - o institutes of higher education
 - o learning centers and museums
 - o business and industry
 - o statewide projects and non-profit organizations including, but not limited to: Educational Technology Training Centers (ETTCs) www.state.nj.us/njded/toc.htm; New Jersey Statewide Systemic Initiative - nj5.injersey.com/~njssi/ ; NJ Chamber of Commerce www.njchamber.com/; Revitalizing Science Teaching using Remote Sensing Technology (RST)² -

www.rst2.edu; and the Center for Mathematics, Science and Computer Education cmsce.rutgers.edu.

Regarding the “Technology in the Language Arts Literacy Curriculum” grant program:

- Identify the program staff responsible for each activity.
- Describe the process for replicating and disseminating this project described beyond the grant year as a pilot program.
- Describe the grades 3 to 5 professional development program as it relates to the goal and objectives, and include timelines/continuation or expansion of services over three years.

A priority for all grant programs is professional development and mentoring. All programs will have a 25 percent funding requirement for professional development activities. The NJDE encourages and will provide additional resources to include a mentoring component for teachers, preferably in class. As teachers develop a greater understanding of the uses of technology, and the levels of implementation of technology [with the implementation of LoTi (Levels of Technology Implementation)], their expanded knowledge and perspective will lead to students having a greater cognitive understanding in the content areas, resulting in greater academic achievement.

- ***Safe and Drug-Free Schools and Communities—Reservation for the Governor (Title IV, Part A, section 4112)*** - To ensure open competition and programs that respond fully to the provisions of the NCLB and the priorities established by the Office of the Governor and the NJDE, funds will be disseminated in accordance with the following procedures:

- NJDE Grants Management – The NJDE grants management process described in this section will be applied to grant awards made to LEAs, community-based organizations and other public entities and private organizations and their consortia. This process is designed to screen potential grantees and determine which funded programs are capable of implementing program requirements, consistent with the purpose of Title IV, Part A: to foster safe and drug-free learning environments that support academic achievement.
- Treasury Bids – The contract standards and competitive bid process established by the New Jersey Department of Treasury will be used to award contracts for purchases of services. These standards and procedures ensure that only qualified, responsive and cost-effective bidders are considered for state contracts that are intended to meet the criteria established by NJDE in accordance with the purposes of Title IV, Part A.
- Memoranda of Understanding – Memoranda of Understanding (MOU) will be established with state agencies and other state entities with which the state has reciprocal fiscal arrangements. MOUs provide the NJDE with a flexible, timely and

effective mechanism for implementing cooperative initiatives with other state entities for achieving the purposes of Title IV, Part A.

Each competitive subgrant will have a different start date and grant period duration. Therefore, competitive subgrants funded under Title IV, Part A will operate at various assigned intervals between the period of July 1, 2002, and September 30, 2004.

Title IV is intended to indirectly support academic achievement by creating school environments that are safe, disciplined, and conducive to learning. The data collected under the required Uniform Management Information and Reporting System and program evaluations will document progress toward fulfillment of the NJDE's performance indicators for Title IV, providing evidence of support for academic achievement.

- ***Community Services Grants (Title IV, Part A, section 4126)*** – In support of the Community Services Grants, the NJDE will:
 - develop and implement a community service program for suspended and expelled students, pending the receipt of federal categorical funds for this purpose;
 - plan the program and an effective mechanism for coordinating student involvement in the program in consultation with appropriate state agencies, school districts and other appropriate entities; and
 - award a contract for program administration and delivery, for which the services will be coordinated with and delivered through NJDE's demonstration program titled *School Discipline Reform Project*. The demonstration program will be implemented in LEAs with identified high rates of suspensions and expulsions.

In State FY03, the NJDE will assess the appropriate strategies and mechanisms for using these funds to implement a community service program for suspended and expelled students. Programs will be carried out during the period of September 1, 2003 through August 31, 2004 in accordance with the following schedule of activities:

Activity	Timeline
Conduct a needs assessment of rates of school suspensions and expulsions.	Fall 2002
Develop program to address identified needs and, as appropriate, mechanisms to distribute funds.	Winter 2002
Announce availability of program.	Spring 2003
Implement program.	Fall 2003

- ***21st Century Community Learning Centers (Title IV, Part B)*** - The 21st Century Community Learning Centers (21st CCLC) Program will award competitive subgrants in accordance with the competitive subgrant procedures described in this section. It is anticipated that the following timeline will apply for the issuance of competitive subgrants for this program: release Notice of Grant Opportunity (NGO) in fall 2002;

receive applications in winter 2002/2003; issue awards in spring 2003; begin program in summer 2003.

The NJDE competitive grant award process will be administered in accordance with the parameters set forth by the NJDE. All applications will be reviewed by a panel consisting of qualified individuals with diverse expertise. The panel will be fully representative of the regional areas of the state, gender, race, and ethnicity. Furthermore, this pool of highly qualified panelists will be representative of the appropriate constituencies as required by federal regulations. To adhere to this provision, NJDE plans to select panelists from the membership of the 21st CCLC Advisory Committee, key staff representatives from the NJDE, and external stakeholders.

Of the allowable activities described in statute, New Jersey plans to require subgrantees to incorporate a minimum of five activities in the development of a comprehensive program designed to target students enrolled in Title I, high poverty, low-performing schools and their families.

New Jersey's 21st CCLC Program grant period will be established at five years, with an annual renewal requirement for all grantees. The minimum grant award will be \$50,000 per award period and the maximum will be \$500,000 award period. If all applicants were to request and be funded at the maximum grant award amount of \$500,000, the NJDE anticipates that approximately 14 programs could be funded.

It is anticipated that New Jersey's allocation for funding in this program area will not address the anticipated demand of the state. As such, in selecting a subgrantee agency, NJDE plans to incorporate the use of a standard core funding formula to assist in determining the most efficient use of funds. This funding formula will be established and communicated to all eligible applicants. The following elements will be considered: fair market rate for the cost of services; collaborative resources; total number of students served; number of program activities proposed; and the total number of service days.

The NJDE will utilize the standard selection criteria as outlined in the Discretionary Grant Application as a framework for awarding competitive subgrants. In addition to the NJDE established selection criteria for discretionary grants, New Jersey's 21st CCLC Program design will incorporate priorities and requirements specific to this program. The specific priorities and requirements are developed to ensure the creation of high quality programs that assist student learning and achievement. They are designed to fill the gaps of student achievement through the provision of academic enrichment activities, scientifically-based practices, and extended learning time.

Furthermore, the additional priorities and requirements are aligned with the *Strategic Plan* to ensure that all students achieve the state's Core Curriculum Content Standards, and to ensure that the priorities developed are consistent with the Governor's educational agenda, which emphasize early reading and literacy, quality instruction, and the development and implementation of character education programs. These priorities and requirements are also aligned with Governor's economic agenda, which promotes good

citizenry and a productive workforce through the development and improvement of technological skills.

New Jersey's program-specific priorities and requirements for 21st CCLC will include:

- Scope of Service - To maximize student achievement that supports and complements the regular school program, New Jersey's 21st CCLC Program will be implemented to offer services in community learning centers before school, after-school, and/or during the summer. The NJDE plans to require 21st CCLC Program applicants to adhere to minimum service delivery requirements. Those intending to operate only after-school programs will be required to provide service for at least three hours per day, beginning when school is dismissed, and four days per week, during the academic school year. Programs that propose to incorporate a before-school component will operate one hour per day ending just before school begins when school is in session, and four days per week during the academic school year. Those programs proposing to operate on weekend or non-school days will be required to operate at a minimum of four hours per day. All programs must offer a daily nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements.
- Collaborative Partnerships - Collaboration and coordination of services underscores the NJDE's philosophy of servicing families in an effort to foster a community approach to learning and increased retention rates. In order to provide New Jersey students and their families with the most comprehensive 21st CCLC Program, the NJDE will encourage the development and maintenance of collaborative partnerships throughout the entire grant period between a local educational agency (LEA), a community-based organization, and if applicable, another public or private organization.
- Collaborative Programs/Services - As a component for selection, the NJDE will encourage applicant agencies to coordinate their service delivery with that of other federal, state, and local programs and services. Applicant agencies should coordinate with those programs/services that are designed to service the same populations, *i.e.*, students from low-income families, and/or those attending low-performing schools in need of improvement under the Title I of the Elementary and Secondary Education Act and their families.
- Core Program Components - To maintain consistency with the state's philosophy on education and the federal regulations, core program components will be established for New Jersey's 21st CCLC Program. The implementation of these core components is crucial to the success of New Jersey's program and will improve student academic achievement. New Jersey will require the following core program components of all applicants:
 - o Implementation of at least five of the allowable program activities as described in the statute;

- o Implementation of activities that improve student or family literacy as one of the five allowable program activities; and
- o Development of a character education component or established linkage to a character education program in existence with demonstrated success.

The NJDE will adhere to the federal priority considerations for this program, which shall be applied to agencies that propose to serve students who attend schools identified for improvement *and* that submit a joint application with at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.

In addition to the federal priority considerations, the NJDE has identified four additional components that will receive priority consideration for selection in an effort to maximize the impact of the 21st CCLC Program on students and their families in New Jersey. These priority considerations are those that have been identified by the preliminary results of the state's needs and resource assessments, requirements of the USDE, the demographic uniqueness of New Jersey, and Governor McGreevey's commitment to educational excellence. New Jersey will give additional priority consideration to:

- Applicants that propose to serve students (and their families) from low-income households in grades 9 through 12 and are enrolled in schools that serve as feeder schools from Title I Category I middle schools (schools that have been identified as in need of improvement having not achieved adequate yearly progress and having an achievement gap of more than 25 percent in attaining the state standards in either language arts literacy or mathematics);
- Applicants that provide a feasible plan for sustainability that begins with activities at the onset of the grant period to ensure the program services will continue beyond the end of the grant period;
- Applicants that demonstrate a system of collaboration and/or coordination with other agencies, programs or services that serve the same populations, without supplanting funds, to create a comprehensive program designed to provide a high quality sustainable service for all eligible students and families;
- Applicants with a history of documented success or who demonstrate a promise of success in implementing before-school, after-school, and/or summer programs/activities.

3. In the June 2002 submission, describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.

In the following sections on monitoring/accountability, and professional development and technical assistance, there is necessarily some overlapping information due to the interconnectedness of these activities. It follows clearly that monitoring findings and accountability responsibilities lead to the implementation of specific professional development and technical assistance activities. Therefore, while these activities are addressed separately in this section, there is no intention to imply that they are discrete and independent of one another.

Monitoring/Accountability

The New Jersey Department of Education (NJDE) has developed a consolidated monitoring approach that involves a seven-year cycle of full, comprehensive monitoring of every school district in the state. This comprehensive monitoring includes the full scope of curricula and programs offered in the districts. The integrated review process ensures that services across the district and at the school level are well coordinated and well designed to address all of the needs within the community. In 2001, the first seven-year cycle was completed, and a new cycle was scheduled to begin this year. However, the start of the new cycle has been postponed to allow time to complete the following key activities:

- development and articulation of a new single statewide system of accountability; and
- development of a schedule for targeting districts based on needs.

Once the accountability design is fully articulated, a schedule for comprehensive program monitoring will be developed.

The monitoring process has also been revised to reward LEAs with high student achievement. Monitoring will focus on LEAs that do not meet student performance standards in the areas of assessment and attendance. The frequency and detail of monitoring for LEAs that demonstrate acceptable student achievement will be reduced, while failing LEAs will receive increased scrutiny. The emphasis will also be shifting from compliance monitoring to the evaluation of results.

Additionally, New Jersey has some unique aspects to its system of accountability, which support LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices. The NJDE uses its 21 county education offices as grassroots extensions of the department. The functions of the county offices include, but are not limited to, conducting district evaluations, overseeing task forces in troubled districts, conducting investigations, and placing special monitors in districts needing assistance. Additionally, county offices or county teams conduct evaluations to determine whether a district is certifiable.

The county process also supports the identification and implementation of effective instructional programs and practices based on scientific research, as follows:

- Application Review – The LEA application review process affords county office reviewers the opportunity to identify gaps in program requirements; identify requests to use non-scientifically based programs and make recommendations for adoption of

programs based on scientific research to address identified needs; and identify and share programs and strategies based on scientific research that are included in LEA applications with other LEAs.

- Technical Support – As a result of gaps identified during the application review process and in response to requests for assistance from LEAs, county staff can provide support and assistance in the use of programs based on scientific research.
- Training – County office staff provide training to LEAs in NCLB requirements, including resources for programs based on scientific research.

If a district does not meet the minimum academic and attendance levels specified in state regulations, the Commissioner of Education has the authority under New Jersey law to intervene. Intervention has several levels, the highest level being that of state operation of a school district. New Jersey was the first state to put school districts under state operation. Jersey City, Paterson, and Newark have been under state oversight for between six and 12 years. When legislation determines the method of return to local control, Jersey City will be the first to accomplish the full cycle of accountability.

In 1995, as another method of monitoring performance by school districts, the New Jersey State Legislature mandated the New Jersey School Report Card. Previously, the National Center for Educational Statistics (NCES) cited New Jersey's report card as the most comprehensive in the country. Report cards are issued for every public school, including vocational schools, special services schools, schools in regular school districts with only special education enrollments, and charter schools. The report card contains statistical, demographic, programmatic, and local information in order to inform parents and other citizens about the progress of public schools throughout the state. The report card is available as a software program on the NJDE Web site at: www.nj.gov/education/index.html.

In addition, the NJDE publishes the annual *Comparative Spending Guide* to give the public the ability to compare school spending in various categories among school districts of similar size and grade configuration. The major categories include: classroom instruction, student services, administration, operation and maintenance, food service, extracurricular activities, equipment, and employee benefits. The data can be compared across districts, as well as compared to state and group averages.

Monitoring for Federal Formula Programs - The NJDE monitoring of federal formula grant programs consists of the following:

1. Integration with the state monitoring system
2. Title I audits
3. Single audits
4. LEA Final Reports

1. Integration with State Monitoring System

Currently, New Jersey is operating as described below; however, as the NJDE reviews all state systems in order to establish a single statewide accountability system, criteria for monitoring will be reviewed and revised as needed. School groupings will also be linked to Title I categories to assure uniform, focused accountability systems across the state.

In compliance with *New Jersey Administrative Code, N.J.A.C. 6:8-4-Procedures for the Evaluation of the Performance of Each Public School District*, LEAs are evaluated for certification every seven years based on specific criteria and indicators that include test scores, attendance rates, finance, and facilities. In FY 2000, 127 of the 134 districts monitored met the student performance standards and demonstrated compliance with other standards through a combined equivalency process and limited on-site monitoring. The seven LEAs that did not meet the student performance standards were subjected to a complete on-site monitoring of all evaluation areas. These seven LEAs that did not meet all of the indicators are classified as Group 2 districts. These LEAs are subject to intense monitoring by NJDE staff, which includes an on-site review of the federal titles in the consolidated LEA application. A checklist of the federal monitoring is used as the monitoring tool during the site visit.

For each LEA that has not met the standards, technical assistance is provided for local development and implementation of a corrective action plan. Each of these LEAs is classified as "conditionally certified". If the LEA does not meet the criteria as planned within a specified time or if the LEA needs additional assistance, it is classified as a "Level II" district. An external review team further reviews each LEA. The LEA, parents, and the external review team then develop a corrective action plan. Intervention with the LEA becomes progressively more intensive. After a specified period of time, and if the LEA is still not in compliance with its corrective action plan, the NJDE may direct the LEA to a "Level III" monitoring. A "Level III" LEA is directed by the NJDE Commissioner to take specific corrective action. If the LEA does not comply with the directive, the NJDE may elect to take over the operations of the LEA. Currently, New Jersey has three LEAs classified as "Level III" and as "State-Operated" school districts. Adequate yearly progress is determined by the corrective action specified for the particular LEA that is not fully certified. LEAs are reviewed at least annually or more frequently if indicated in the corrective action plan.

2. Title I Audit

The NJDE Office of Finance auditors conduct annual audits of a pool of LEAs receiving Title I funds. For FY 2002, 40 Title I audits have been scheduled. Fiscal issues that were identified by the program and grants offices determined the selection of these LEAs. The Title I audit includes a review of board minutes, final expenditure reports, a selected sample of expenditures for allowable costs and salaried staff, benefits for salaried staff, maintenance of effort, comparability, general purchases, equipment, and LEA policy statements.

If issues are identified during the examination of the fiscal operations of the LEA, a letter is sent to the LEA's board president, with copies to the chief school administrator,

business administrator, board secretary and program director. This notification advises the LEA that it is required to publicly review and discuss all of the findings and recommendations at the next board meeting. Additionally, each board member must be provided with a copy of the full report.

The LEA is required to issue a response using the process outlined in the “Procedures for LEA/Agency Audit Response, Corrective Action Plan and Appeal Process.” The board is expected to address each audit finding by either submitting a corrective action plan or by filing an appeal. A certified copy of the minutes taken when this matter was considered must accompany the LEA response. Additionally, the LEA’s auditor is requested to comment on all areas of non-compliance and recommendations in the next certified audit submitted to the NJDE.

The Office of Finance reviews the LEA’s response, and makes a determination to accept or reject the planned corrective action. The LEA is notified of this determination in writing, and takes any additional action that is prescribed.

3. Single Audit

LEAs receiving federal formula funds are subject to the single audit requirements. The State of NJ has issued Circular Letter 93-05, Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid. The Department of Treasury has issued a fourth update to this compliance supplement to include the most recent compliance requirements.

The compliance supplement identifies what is to be reviewed during the annual single audit process and is made available to the independent auditors. The requirements include generally applicable requirements that must be considered in a financial and compliance audit.

The compliance requirements and Suggested Audit Procedures are organized into five categories:

- Types of Services Allowed or Unallowed
- Eligibility
- Matching, Level of Effort
- Reporting Requirements
- Special Tests and Provisions

In general, non-compliance with these requirements may materially affect the program. Each requirement is accompanied by suggested audit procedures to test for compliance.

LEAs are required to submit their single audit to the NJDE on an annual basis. The audits are reviewed for noncompliance and appropriate action is taken.

4. LEA Final Reports

The NJDE is responsible for fiscal and program oversight of the federal grant programs. As such, all grants must be closed out with an annual final reporting of expenditures for

the approved program objectives and activities. The report must provide the budget expenditures, equipment purchases, activities completed, and results obtained. LEAs must report accomplishments relative to the measurable objectives and benchmarks established in the Program Plan. At this time, LEAs assess the effectiveness of the elements of their application and prepare to revise them accordingly for the subsequent fiscal year.

Final reports are posted on the NJDE Web site and are submitted to the NJDE for review and approval. In accordance with the Tydings Amendment, unused funds may be carried over for use in the next project period. Although carry-over is permitted, with restrictions, LEAs are encouraged to use their funds during the fiscal year for which they are approved.

Monitoring for Discretionary Grant Programs - During the period of the grant agreement, the NJDE program office staff may conduct on-site visits at funded agencies. In the case of multi-year programs, the program office must certify whether a grantee is eligible to continue into the next year of funding; therefore, monitoring is required for *all multi-year projects*. In addition, the program officer will select, based on NJDE policy, single-year projects for on-site monitoring visits.

The NJDE program officer will observe the grantee's project in action, meet with staff and review program and fiscal records. The program officer may conduct an on-site monitoring visit of any subgrantee as well. The NJDE assures to its grantor agency that grant recipient agencies comply with applicable state and federal requirements and that performance goals are being achieved. The NJDE conducts on-site monitoring to determine the extent to which the grantee is complying with the provisions of the grant agreement, and to determine the progress the grantee is making towards accomplishing the goals, objectives, and activities in the final approved grant application. The NJDE program officer prepares a written report that is shared with the grantee's project director and CSA/CEO. This report details any concerns that the program officer may have with regard to the status of the project. The grantee may be asked to address any deficiencies noted by the program officer in a corrective action plan.

All grant agreements, whether or not they are subject to an on-site monitoring visit, are subject to *desk monitoring*. Desk monitoring is accomplished through the submission and review of interim and final program and fiscal reports. In most cases, interim reports are due to the NJDE on a quarterly basis, and final reports are due to the NJDE within 60 days after the end date of the grant agreement.

In general, all reports are cumulative and include the following:

Due	Program Report*	Fiscal Report*
First Quarter	Project Activity Plan Report	Expenditure Report
Second Quarter	Project Activity Plan Report	<i>For all Projects:</i> - Expenditure Report - Interim Equipment Inventory Report

		- Interim Non-Employee Compensation Report <i>Multi-Year Projects Add:</i> - Interim Personnel Report - Interim Subgrant Report
Third Quarter	Project Activity Plan Report	Expenditure Report
Final Quarter	Final Project Activity Plan Report	Final Expenditure Report Final Equipment Inventory Form Final Non-Employee Compensation Form

*Additional reports may be required.

Through the Mid-Grant Agreement Fiscal Performance Review, the NJDE collects specific information regarding expenditures made in two key areas: staff (salaries and fringe benefits) and subgrants.

The NJDE notifies grantees of delinquent reports. Since reports are considered part of desk monitoring, the NJDE reserves the right to withhold payments, suspend grant agreement activities or terminate the grant agreement if reports are not submitted as required. For multi-year projects, *Mid-Grant Agreement Fiscal Performance Reports* are used as documentation for on-site monitoring by the NJDE program officer. On-site monitoring and approved reports are also necessary for certification by the NJDE to be eligible to apply for continuation funding.

Program reports are reviewed to determine the extent to which the grantee is making progress in meeting the stated goals and objectives in the approved activity plan. Fiscal reports are reviewed to determine the extent to which the grantee has adhered to the approved budget. If discrepancies are noted in either the program or fiscal reports (or through on-site monitoring), the NJDE program officer contacts the grantee to obtain a written response addressing the NJDE concerns.

The NJDE will continue to implement these activities as key methods of monitoring district performance and achievement of the state standards. Additionally, the NJDE is committed to balancing monitoring and oversight with technical assistance and supports. Program specific issues regarding the monitoring process are described below:

- ***Title I Programs (generally)*** - The state has identified school districts in need of special interventions and supports based on state assessment results. Each identified low-performing school must modify its Title I program plan, provide intensive professional developed with 10 percent dedicated funds from the schools' Title I allocation and offer intra-district choice to parents of enrolled children. Furthermore, special Title I summer institutes are offered to identified districts to increase their capacity for school improvement.

Title I Program Monitoring: The county offices and the Office of Program Review and Improvement review each consolidated plan to assure its adequacy and likelihood to bring about improved student performance. Individual districts are provided technical assistance by these two regional units to assure their plans are realigned to meet federal Title I requirements and to better use resources to assure improved student achievement. Finally, the Title I audit office conducts ongoing audits of the Title I programs. Where appropriate, program issues that arise out of the audit process are referred to the Office of Title I Program Planning and Accountability for further technical assistance.

The integrated state monitoring process incorporates Title I program standards. The primary criteria will be how each subgroup of performing students is addressed with Title I funds. As noted earlier, all criteria are under review as part of the single accountability system review.

- ***Migrant Education (Title I, Part C)*** – NJDE staff review each continuation grant application on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the initiating multiyear NGO. All NJDE monitoring procedures applicable to these programs will also be implemented.
- ***Improving Teacher Quality (Title II, Part A)*** - To help LEAs and teachers translate the Core Curriculum Content Standards into local curricula, content specialists in the NJDE have developed non-mandated curriculum frameworks for each of the core content areas. These “handbooks” contain sample lessons, teaching strategies and other resource materials to guide teachers in aligning their instructional activities to the standards and statewide assessment. The frameworks can be found on the NJDE Web site at: www.state.nj.us/njed/frameworks/index.html. Since the frameworks were first published in 1997, the NJDE’s content specialists have traveled around the state, visiting school districts and demonstrating the effective use of these guidebooks.

In addition, the content specialists continue to provide professional development to state and local community organizations, university faculty and school district educators covering topics such as:

- aligning curricula and classroom assessments with the state's *Core Curriculum Content Standards* and the statewide assessments (ESPA, GEPA, HSPA);
- developing and implementing a multidisciplinary approach to teaching and assessing the standards in the classroom;
- establishing and implementing world languages instructional programs at the elementary and secondary school levels;
- developing and implementing standards-based special needs inclusion adaptations for the secondary science classroom;

- developing rubrics for student assessment and materials; and
- working with parents to improve their children's achievement in the standards.
- ***Enhancing Education Through Technology (Title II, Part D)*** - The NJDE Office of Educational Technology will use Title II, Part D funds for competitive and formula driven programs. Monitoring, professional development and technical assistance to subgrantees to assist them in the implementation of the program will occur in many ways.

LEAs awarded a competitive grant:

- All subgrantees are offered an invitation to attend a technical assistance session to discuss the implementation and nuances of their grant program at the beginning and in the middle of the funded grant period. Questions are answered and state implementation expectations are reviewed.
- The Office of Educational Technology will develop a listserv of all recipients of Enhancing Education through Technology funds. The recipient's name, telephone number and e-mail address will also be posted on the NJDE Web site on a page summarizing abstracts from each of the grant projects awarded. The Office of Educational Technology customarily provides abstract listings of all grant project recipients. Both resources will allow the office and other individuals outside of the department to contact the subgrantees. It will also allow the subgrantees to contact each other for peer support and networking. The Office of Educational Technology will contact subgrantees regularly to disseminate pertinent information regarding the funding source or grant project, and to inform them of periodic technical assistance sessions that will occur to share successes and challenges.
- Monitoring will occur through the continued review of required district-based technology plans and, in the case of the 30 most needy districts identified in New Jersey (the Abbott districts), school-based technology plans. The technology plans will continue to be reviewed and approved through a peer review process. On-site monitoring is required for all subgrantees that were awarded over \$100,000 through the competitive process. This monitoring will be conducted in accordance with the NJDE procedures for discretionary grant program monitoring described previously in this section and detailed in the *NJDE Grants Recipients Manual for Discretionary Grants*, which can be found on the NJDE Web site at: www.nj.gov/njded/grants/discretionary/management/manual.shtml. With each of these monitoring and review activities, feedback and assistance is provided to the subgrantee by the NJDE, as well as the opportunity to identify effective instructional programs and practices based on research.

LEAs awarded a formula grant:

- The Office of Educational Technology will develop a listserv of all recipients of Enhancing Education through Technology funds. The Office of Educational

Technology will contact subgrantees regularly to disseminate pertinent information regarding the funding source or grant project, and to inform them of periodic technical assistance sessions that will occur to share successes and challenges.

- Monitoring will occur through the continued review of required district-based technology plans and, in the case of the 30 most needy districts identified in New Jersey (the Abbott districts), school-based technology plans. The technology plans will continue to be reviewed and approved through a peer review process. With each of these monitoring and review activities, feedback and assistance is provided to the subgrantee by the NJDE, as well as the opportunity to identify effective instructional programs and practices based on research.

Activities to occur for both competitive and formula subgrantees:

- As part of New Jersey's district monitoring process, where a school district is monitored every seven years in an overall comprehensive review of program implementation, educational technology will be added as a component for monitoring.
 - Twenty local school districts around the state were awarded a grant funded by the federal Goals 2000 program and state funds over five years ago and are now recognized as Educational Technology Training Centers (ETTCs). The ETTCs are county-based resource centers that offer educators professional development opportunities. The ETTCs contain demonstration technology equipment and offer training programs to assist teachers in implementing the Core Curriculum Content Standards. Additional information about the ETTCs is available through the ETTC newsletter, which is found on the NJDE Web site at: www.state.nj.us/njded/techno/nlwinter2001.pdf. The ETTCs enjoy a close-knit collaborative relationship with the NJDE. As the professional development needs of the grant recipients are identified, the NJDE will meet with the ETTCs to determine how those needs may best be met.
 - In addition, a system of delivery that was designed and implemented with Technology Literacy Challenge Fund (TLCF) dollars, called Coordinated County Services, identified best practices. Information about County Coordinated Services can be found on the NJDE Web site at: www.state.nj.us/njded/techno/tlcf/ccs_abstract.htm. Their associated lesson plans were posted on the Web sites of those LEAs that were the subgrantees of the Coordinated County Services grant program and are available to all school districts. These resources will assist LEAs to use best practices in their funded projects.
- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1)*** – The NJDE Office of Educational Support Services (OESS), which administers the Safe and Drug-Free Schools and Communities programs, will conform to the NJDE's monitoring procedures for consolidated formula subgrants and other subgrants.

- ***21st Century Community Learning Centers (Title IV, Part B)*** - The NJDE Office of Educational Support Services (OEES) will maintain a core project management team to administer this program. This team will include the office director, program manager, additional professional staff from the Division of Student Services, including the Office of Educational Support Services (OEES,) the Office of Grants Management and Development (OGMD), and from the Office of Special Education Programs (OSEP). This project management team works with the 21st CCLC Advisory Committee and will ensure that collaboration is maintained on cross-cutting issues with various entities within the NJDE, such as the Office of Title I Programs. This team will also be responsible for the day-to-day administrative oversight of the program, policies, procedures, monitoring, and technical assistance and support provided to grantees and their partners. The 21st CCLC program monitoring will be consistent with the established NJDE procedures for discretionary grant program monitoring described previously in this section.

Professional Development and Technical Assistance

In September of 2000, the New Jersey State Board of Education (NJSBE) adopted regulations that require continuing professional development of 100 hours every five years for all of New Jersey's teachers. The new requirement plays a key role in systemic reform of education by helping teachers participate in high-quality professional development activities that are related to the teacher's professional improvement plan and geared toward assuring student achievement of the Core Curriculum Content Standards. In order to achieve this important goal, the state recognized that teachers would have to play a key role in implementing, developing, and administering the ongoing program.

The NJDE worked with teachers to create the new state-level Professional Teaching Standards Board (PTSB). Teachers represent the majority of the 19 board members, and the board advises the Commissioner of Education on professional development standards for teacher performance and conduct. In the fall of 2001, the NJDE initiated a similar program for administrators.

The following specific activities are underway and will continue under NCLB to ensure appropriate, effective professional development opportunities and technical assistance for New Jersey's public school teachers:

- ***Title I Programs (generally)*** - For the past two years, the NJDE Office of Title I Program Planning and Accountability has provided general regional training sessions to all Title I districts related to program implementation. In 2002, these sessions focused on:
 - Reading in the early grades: the session focused on the report of the National Reading Panel and implications for reading instruction;
 - Using Data for School Improvement: the use of data is key in the school improvement process; data analysis modules were developed for participants to engage in hands-on data analysis simulations;

- Planning and Implementing Title I Schoolwide Programs: the session reviewed the components of schoolwide plans and explored models for effective schoolwide planning and implementation;
- Title I Reauthorization: this session provided a preview of the new legislation and the new broader goals established, including a focus on closing the achievement gap;
- Parent Involvement in Title I: this session focused on specific Title I responsibilities such as developing school compacts as well as developing meaningful parent participation;
- Planning and Providing Nonpublic Services: this session spelled out district responsibilities in regard to consultation and planning for delivering services to nonpublic school students;
- Including All Students in Title I: this session focused on issues related to inclusion and addressing the needs of diverse student populations, specifically LEP, students with disabilities, migrant and homeless children; and
- Title I Program Manager Training: this session reviewed the Title I program manager's responsibilities and focused on such Title I processes such as determining school eligibility, comparability reporting, and program planning considerations.

In addition to these general sessions, specialized forums were also scheduled. In 2002, a series of three forums on disaggregated data and closing the achievement gap were offered. Superintendents from the 600 LEAs districts across the state were invited to these three regional sessions. In spring 2002, the NJDE co-sponsored a state conference focused on closing the achievement gap. All sessions were planned and facilitated in coordination with other agencies. The Region III Comprehensive Center was a key provider of these services. Others that assisted with these training efforts included: The Education Trust, The Children's Literacy Initiative, the Center for Education Law, the USDE Office of Compensatory Education and Rutgers University. As in the past two years, regional training sessions will be planned around emerging needs of LEAs and offered to all districts in the state.

Other collaborative information and training efforts are focused on state professional associations, which includes close collaboration with the New Jersey Association of Federal Program Administrators (NJAFPA). The NJDE has planned and presented sessions at NJAFPA winter and spring conferences and monthly meetings: The New Jersey Association of School Administrators and New Jersey School Public Relations Association have planned special forums focused on Title I issues, sponsored in collaboration with the NJDE. Again, these collaborative efforts will continue.

Other efforts to provide general support include: the development of a Title I Web site and listserv to disseminate information and provide links to other Title I resources.

- ***Migrant Education (Title I, Part C)*** - Technical assistance, as needed, is provided through direct referral to the NJDE. Each of the designated provider agencies contracted through this grant provides liaison services between and among LEAs both intra- and inter-state. Technical assistance workshops are offered by these agencies to local districts within their assigned services areas (*i.e.*, northern New Jersey and southern New Jersey). By facilitating timely enrollment in public schools, the agencies help to minimize disruptions in the continuity of individual student programs. Student participation in statewide assessment activities and a subsequent correlation of the results will provide source data to assess program effectiveness.
- ***Neglected & Delinquent Children and Youth (Title I, Part D)*** - The agencies receiving these funds attend an annual technical assistance presentation at which time program requirements are reviewed. At intervals, each agency that is responsible for implementation of the program, reports on progress and expenditures. Technical assistance, as needed, is provided through direct referral to the NJDE. State regulations governing programs in state facilities provide ongoing oversight of the basic programs and how these services interface with grant-funded activities. Required data reporting on graduation rates, promotion rates, and re-enrollment activities support the ongoing missions of the three agencies, as well as specific projects funded under this title.
- ***English Language Acquisition and Language Enhancement (Title III, Part A)*** - The NJDE Office of Bilingual Education will continue to provide formal and informal technical assistance to school districts by means of its five professional staff members. The NJDE will also continue to provide services to school districts to ensure that limited English proficient (LEP) students are provided with appropriate bilingual and ESL programs to enable them to develop English language skills and meet the same challenging academic standards expected of all students. Through training and technical assistance activities, the NJDE program will enable districts to design effective program models to meet the diverse needs of limited English proficient students. By means of regional training sessions, the development and dissemination of professional development materials, and workshop presentations at statewide conferences, the Office of Bilingual Education will present effective strategies for school districts to help LEP students meet high standards by providing access to quality educational experiences. These strategies will be based on principles such as:
 - Limited English proficient students are held to the same high expectations of learning established for all students;
 - Limited English proficient students will develop full receptive and productive proficiencies in English in the areas of listening, speaking, reading and writing consistent with expectations for all students;
 - Limited English proficient students will receive instruction that builds on their previous education and cognitive abilities and that is adapted to their language proficiency levels;

- Limited English proficient students will be evaluated with appropriate and valid assessments that are aligned with state standards and that take into consideration the language acquisition stages and cultural backgrounds of students;
- The academic success of LEP students is a responsibility shared by all educators, the family and the community.

Specifically, the NJDE will conduct the following activities:

- Coordinate the provision of regional training on instructional strategies and program models, based on scientific research, that results in the effective and efficient acquisition of English and high achievement levels for LEP students;
- Collect baseline data on LEP student achievement on ESL and academic tests;
- Set ESL performance objectives, adequate yearly progress indicators, and exit rate targets for LEP students; and
- Initiate a program to identify, showcase, and recognize successful programs. This will be done to assist districts in their efforts to improve their programs for LEP students; and
- Monitor school district achievement of performance objectives by collecting data on a biennial bases.
 - o If the state determines that the district has failed to make progress toward meeting such objectives for two consecutive years, the state will require the district to develop an improvement plan in consultation with the state.
 - o During the implementation of the improvement plan, the state will provide direct technical assistance by means of its three regional bilingual education coordinators and by identifying districts with similar LEP populations who have met their objectives and who can serve as a model.

The NJDE will work with New Jersey state colleges and universities, the Center for Applied Linguistics, and the Center for Excellence and Equity in Education at George Washington University to identify effective instructional programs based on scientific research. The NJDE will coordinate the provision of regional training and follow-up based on such models.

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1)*** - The NJDE Office of Educational Support Services (OESS), which administers the Safe and Drug-Free Schools and Communities programs, provides local, regional, and statewide professional development opportunities in support of the purposes of Title IV, Part A. OESS will also provide technical assistance to LEAs, grantees, contractors, state

agencies, and other entities through on-site consultation, telephone support, materials development, and workshops/professional development programs.

Pursuant to *N.J.S.A.* 18A:40A-3 and 18A:40A-15, each local board of education is responsible for providing annual inservice training in alcohol, tobacco, and other drug abuse prevention and intervention to ensure that educational staff members have the most current information available on the subject of substance abuse and the district's comprehensive alcohol, tobacco, and other drug abuse program, policies and procedures. Examples of technical support activities of OEES that are designed to support LEA annual inservice requirements and the effective implementation of Title IV, Part A are identified below:

- Support for Regulations – The OEES intends to provide technical support to aide LEA staff in implementing the new regulations addressing school safety, substance abuse, violence, and health services (*N.J.A.C.* 6A:16). Additionally, guidance documents will be developed to support portions of the regulations. The regulations set forth parameters and a framework for implementation best practices.
- Principals Institutes – Three regional two-day principals institutes will be provided under the Principals and Parents Promoting Youth Development and Discipline Project to provide principals with current research, resources, strategies, skills, and hands-on materials to use with parents in promoting positive discipline and safe schools.
- Principles of Effectiveness – Workshops will be offered to LEA staff in the effective implementation of the principles of effectiveness [section 4115(a)].
- Intervention and Referral Services – Training will be provided to LEAs for the establishment of building-based multidisciplinary problem-solving teams, and a Resource Manual for Intervention and Referral Services will be provided to all LEAs and participants in the training program. This program is based on positive research findings under an evaluation study conducted by the Educational Testing Service (ETS) of the NJDE's School Resource Committee pilot program.
- Roles and Responsibilities of Substance Awareness Coordinators (SACs) – This course provides a forum for consideration of issues related to the functions of SACs and the effective administration of comprehensive substance abuse and violence programs under Title IV, Part A. SACs are responsible for implementing the best practices set forth in the regulations (*N.J.A.C.* 6A:16) and applicable statutes, and are responsible for assisting in the development, implementation, and administration of research-based programs under Title IV. SACs will be given resources for research-based strategies.
- Peer-to-Peer Initiatives – Training and supportive materials will be provided to student peer leaders and their adult advisors. This program is designed to address the following research-based risk factors: (1) perceptions of approval of drug-using

behaviors in family, work, school, and peer and community environments; and (2) student transitions between schools.

- Electronic Violence, Vandalism and Substance Abuse Reporting System – The Violence, Vandalism and Substance Abuse Incident Report has been revised to increase reliability in reporting and evaluation. A videotape and discussion guide have been disseminated to support local in-service training, to heighten awareness of reporting responsibilities and to explain how to complete the form. Additional training will be provided to orient LEAs on the reporting system and on additional reporting requirements under the Uniform Management Information and Reporting System [section 4112(c)(3)]. This system supports implementation of the Principles of Effectiveness, which includes the requirement for all funded activities to be based on an assessment of objective data.
- Codes of Student Conduct – A publication will be developed to provide schools with guidance to support the ongoing review and development of local student codes of conduct, consistent with Section 4114(d)(7). The document will include a review of current case law as well as information on research-based strategies.
- ***21st Century Community Learning Centers (Title IV, Part B)*** - To ensure that federal and state goals are achieved, technical assistance will be provided to potential applicants and successful applicants. Prior to selection of the grantees, potential applicants will be invited to attend one of three regionally based information session intended to provide broad parameters of the program and an overview of state and federal requirements. Once selected, grantees will receive ongoing technical assistance and professional development throughout the entire grant period focusing on the following key elements of the 21st CCLC program:
 - Integration of character education into extended learning programs designed to increase student's academic performance;
 - Alignment of assessment standards into extended learning programs designed to improve student literacy;
 - Planning for project sustainability;
 - Program data collection, reporting and evaluation; and
 - Program start-up and implementation issues.

Professional development will be provided jointly by NJDE staff, educational consultants, 21st CCLC Advisory Committee members, and national consultants provided through USDE. The topics/areas to be covered will be based on feedback from the grantee agencies and areas determined by the NJDE and/or 21st CCLC Advisory Committee.

As part of ongoing technical assistance, the NJDE will broker grant funding resource information to assist grantees in becoming self-sustaining programs once NJDE funds expire. This service will be made available to assist 21st CCLC programs become self-

sustaining programs that bridge the gaps of learning in high-poverty, low-performing schools.

The NJDE will also provide structured networking opportunities for grant recipients and their partnering agencies/providers. These sessions will be designed to share best practices, resources and contacts related to key operational issues that impact the performance of the agencies. They will also help to identify issues that have become problematic and present barriers to successful program delivery.

4. *In the June 2002 submission, describe the Statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.*

In 1997, Whole School Reform (WSR), proposed by the New Jersey Department of Education (NJDE) to the New Jersey Supreme Court in *Abbott v. Burke* as a way to reinvent education in the failing urban districts, became a court mandate that initiated a massive reform effort that is still unfolding and represents a key state strategy of assistance to low-performing schools. In 1998, as part of the same court case, the NJ Supreme Court required half-day preschool programs for all three- and four-year-olds and full-day kindergarten for all 30 Abbott districts. By the deadline of June 2000, every elementary school in the 30 Abbott districts had adopted models that had met the NJDE's definition of WSR.

WSR is a complete restructuring of an entire school, putting in place a series of programs and strategies that have been proven by research to be effective. The WSR initiative is systemic in nature, unlike previous generations of reforms that were incremental and piecemeal. Current WSR programs systematically address curriculum alignment, assessment, teacher professional development, governance, and family and student support, and integrate these components with a common set of policies and priorities aimed at improving student achievement at the local school level. The specific WSR models identified for use by the Abbott districts were selected because of their success with populations similar to those in the Abbott districts.

WSR relies heavily on the involvement of parents in the operation and reform of each school. Parents are required to be part of the School Management Teams (SMTs) that make vital decisions concerning reform programs and the budgeting of funds to support them. Community resources are also coordinated with school programs to help meet some of the nonacademic needs of students who live in conditions of poverty. Many of the WSR models selected by schools also include a parental involvement component.

For the 30 Abbott districts affected by the NJ Supreme Court decision, implementation of WSR is a requirement. Every elementary school building in the 30 Abbott districts—approximately 400 schools—has adopted one of the state-approved models of total reform. Every aspect of the school's instructional program must conform to the chosen model, and all old practices must be discarded.

WSR in New Jersey incorporates a larger, more ambitious scope of reform measures than in any other state. WSR includes the following components: parity funding, school construction, early childhood education, implementation of WSR models in grades K-12, school-based management, and the provision of multiple support services in the schools. The ultimate goal of WSR is to enable every child in the disadvantaged urban districts to be able to achieve the standards and gain the knowledge and skills that will advance him or her in adult life.

Program specific examples of state assistance to low-performing schools are noted below:

- ***Title I Programs (generally)*** - In 2002, the NJDE identified 199 schools in need of improvement. A rubric placing schools in six categories ranging from I to VI was developed. These categories identified category I schools as those in need of improvement, and category V and VI schools as high-performing schools. Schools in categories II through IV, are making improvement, but need differing levels of support. This framework will accomplish two main objectives:
 - Category V and VI schools will form the basis for local support and models from which distinguished educators and schools support teams can be developed; and
 - The categories will identify the levels of support needed by our constituent schools and districts, category I being the first priority schools and districts for support.

In addition to the general supports described under the statewide system of supports, the Office of Title I has offered a Principals Institute during the past two years, to which principals and school leadership teams of four participants from targeted low-performing schools were invited. The institute was held over two days in the summer to have an impact upon school planning for the upcoming school year. These sessions were supported by two follow-up sessions, one in the fall and the other in the spring. The focus of the session is using data to drive reform, along with the development of leadership skills. Actual school data are provided to help schools analyze data, identify needs, and develop objectives. Also, discussions focus on using classroom data to determine progress and ongoing needs.

In 2002 and in the future, these sessions will be modified. Consistent with the new NCLB legislation, the sessions will focus on developing the capacity of the central office administrative teams in districts with low-performing schools. Currently, a needs assessment of the leadership capacity of these districts is being conducted to shape the 2002 training. Again, the NJDE is collaborating with the Region III Comprehensive Center. This new design will enable the NJDE to have an impact upon a greater number of schools.

As previously stated, the NJDE is currently undergoing a complete reorganization. A primary focus of this reorganization is the creation of regional service centers to bring a greater level of support closer to the district level. Although not fully defined, the design

will borrow extensively from the Board of Cooperative Educational Services (BOCES) model in New York State. Staff from the current regional office, including county offices and the Office of School Review and Improvement, will form the base corps of staff of the new regional centers. Through this new structure, direct support services to high need schools will be enhanced. Collaboration and partnerships with colleges and universities and other agencies will expand upon the resources available to support school improvement efforts across the state. Anticipated services to be offered include:

- Assistance with needs assessment and data analysis;
- Identification of scientifically-based research programs and strategies;
- Consultation and guidance in matching research-based practices with identified needs; and
- Tailored training for high-need schools and districts.

Seventy-five school districts have schools in Category I, some of which are not Abbott school districts.

In summary, direct assistance to low-performing schools is threefold. As indicated above, the Title I office provides workshops specific to school improvement and implementation of programs for all Title I school districts. In addition, an annual two-day Leadership Institute with quarterly follow-up sessions on data-driven reform is provided. Technical assistance is provided upon request. The Title I office will continue to provide Title I specific training and will do so in conjunction with the three regional centers. Therefore, a framework and strategies for systematic professional development for all Title I schools, including low-performing schools, is proposed and will be augmented with developed products, Web-based resources and listserv of Title I schools.

The following professional development sources are available for deployment to these school districts and are organized according to school improvement categories as follows:

SOURCES AND FORMATS OF PROFESSIONAL DEVELOPMENT
State Support Team to the District
Federal Regional Centers and Labs
Independent consultants
Leadership Institutes with follow up sessions
Staff Technical assistance
Exemplary schools and School Districts (Category VI)
Universities and colleges
Educational Service Commissions
NJ Organizations and Associations
Recognized Educators (national and statewide)
Regional Training Centers
Web and Listserv
Title I Workshop series
NJ Professional Education Port (NJPEP) – Virtual Academy
Forums on specific priority topics

Distance Learning

For those schools in need of improvement, the following proposed progression of support would occur. First, the schools would be required to develop a needs assessment and develop a new plan with outside technical assistance. The state support team would assist the school districts with implementing the plan and broker training assistance. School level liaisons would assure that the school improvement process was implemented and stayed on course. Finally, a variety of agencies with varying areas of expertise would assist with addressing school district implementation problems as indicated in the outline below. The process will be fully explained in a publication with references and Web links for assistance.

PROCESS	IMPLEMENTING GROUP
Needs Assessment and Collaborative Plan Development	Universities and Colleges, etc.
Implementation of Monitoring Plan & Brokers of Assistance	State Support Team
Internal Facilitators of Plan Implementation	School Liaisons
Problem Solving and Targeted Assistance	Regional Labs, Leadership Institutes, Consultants, Exemplary schools and School Districts (Category VI) &/or Staff Technical Assistance

With these systems in place, the NJDE is confident that it can increase the performance of all students and assure that all attain proficiency in reading, writing, and mathematics by the year 2014.

- ***Enhancing Education Through Technology (Title II, Part D)*** – The NJDE Office of Educational Technology (OET) will employ a number of different approaches to provide support to low-performing schools, including the following:
 - In collaboration with the NJDE Office of Title I, the OET will use the annual high-stakes student assessment system to provide the data to continuously identify those schools that are low performing. In addition, the annual assessment system will determine the academic achievement of those schools that are recipients of Title II, Part D funding. A state-funded evaluator will analyze the aggregate data. An analysis will identify the challenges the schools faced in implementing the program, and recommendations will be provided to improve the current programs. The analysis will be reviewed carefully and future funding will address the identified needs and challenges of the school districts to formulate future grant offerings that will further the academic achievement of all students.
 - The OET will provide technical assistance to all Title I school districts upon their request. In addition, OET will outreach proactively to all schools identified as low performing. The outreach will include the development of a listserv of all identified low performing schools to maintain constant communication in providing information

and for addressing school-based questions and concerns. The listserv will provide the schools with the opportunity to network with each other for the purpose of meeting and improving academic achievement standards.

- There will be regional technical assistance sessions offered specifically to those schools identified as low performing. These regional sessions will include information and Q&A opportunities for all of the programs involved with the ESEA reauthorization. These regional meetings will provide constant support for the successful implementation of projects. The meetings will be conducted via videoconferencing and as large group efforts.
 - Assistance will be offered and available via telephone, e-mail, any other vehicles used to address questions. District technology plans (and for the 30 most in-need districts in the state, school-based technology plans) will continue to be required and approved through a peer review process. Recommendations will be given to the school or district as a direct result of the technology plan review process.
 - Professional development related to educational technology for teachers, administrators, and staff will continue to be offered by the Educational Technology Training Centers (ETTCs). With guidance from the OET, the focus of the professional development activities will be to ensure that the cognitive relationship behind using the technology is transferred from the teacher to the student, and not focus on technology skills in isolation. As an established training entity throughout the state, the ETTCs will continue to be the NJDE's resource to share information and develop appropriate courses to meet the needs of the low-performing schools.
 - Another vehicle that is already established is the Abbott Consortium for Technology (ACT). The ACT was originally formed to meet the needs of the Abbott districts in submitting applications for Universal Service Fund (e-rate program) in April 1998. Each Abbott district sends at least one representative to regularly held meetings to discuss mutual needs, challenges and solutions for educational technology activities. This group worked extensively with the NJDE on reviewing procedures for program integrity review to successfully participate in the e-rate program. As a result, the Abbott districts were awarded \$38 million for the 1998-99 Universal Service Fund. More information may be obtained from the NJDE Web site at: www.state.nj.us/njded/abbotts/techcon.shtml. This gathering of educational technology district-level directors is a district resource for networking, curriculum development and a generally all-purpose vehicle to share information. The ACT group is in the process of developing a subcommittee of curriculum supervisors to discuss best practices and concerns regarding the infusion of technology into the curriculum.
- ***Safe and Drug-Free Schools and Communities (Title IV, Part A)*** – In cooperation with other appropriate state, regional, and county offices of the NJDE, staff funded under Title IV, Part A, from the Office of Educational Support Services (OESS) will provide support to LEAs, grantees, contractors, state agencies, and other entities through on-site

consultation, telephone support, materials development and workshops/professional development programs.

5. *In the June 2002 submission, describe the activities the State will conduct to --*
- a. Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs;*
 - b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help the State's will provide to LEAs and schools to --*
 - i. Conduct effective professional development activities;*
 - ii. Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes; and*
 - iii. Retain highly qualified teachers.*
 - c. Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.*
 - d. Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.*
 - e. Promote parental and community participation in schools.*
 - f. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.*
- a. Help Title I schools make effective use of schoolwide programs to improve the achievement of all students; SEA steps to modify or eliminate state fiscal and accounting barriers so that schools may easily consolidate funds.*

In 1997, the New Jersey Department of Education (NJDE) recognized and adopted Whole School Reform (WSR) as a key school improvement approach. This WSR initiative was adopted to address the unique educational challenges in the state's highest need districts. As a result of the New Jersey State Supreme Court decision *Abbott v Burke*, New Jersey's 30 poorest school districts were identified as needing special educational support and remedies. Those districts were required to conduct comprehensive needs assessments and adopt WSR models to meet their needs.

The NJDE encouraged the Abbott schools that were receiving Title I funds to become Title I schoolwide program schools in order to more effectively use all resources for school reform. Additionally, the NJDE established three special regional centers to support the WSR initiatives in the individual school districts. The staff of those centers supported the efforts of individual schools in the areas of shared decision making, school reform model implementation and school-based budgeting. Each school in a district had

a NJDE contact person who served as a resource to its school management team and provided support services and technical assistance regularly.

To further ensure the success of schoolwide programs, participating schools are required to complete comprehensive needs assessments. The state provides assistance in the coordination of needs assessment and literature review to identify models that match identified needs. This forms the basis of the schoolwide plan. The eight elements of the schoolwide design must be integrated into the schoolwide plan. Once a plan is developed, the state, district, and school support team will facilitate implementation.

Most recently, under the 2002 NJDE reorganization, a special division has been established to support whole school reform as well as the Title I Schoolwide programs in these school districts. Thus, individualized school support will continue for those schools.

In order to fully avail the schools of maximum flexibility, these schools have established blended funding procedures that require the development of school-based budget. Schools are guided by fiscal officers from NJDE to integrate both program services under the consolidated grant program and the resources made available under these programs. This process eliminates the traditional barriers of state fiscal and accounting requirements.

b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified.

To ensure that all teachers teaching in core academic subjects within the state are highly qualified no later than 2005-2006, the New Jersey Department of Education (NJDE) will use the 2002-03 Title II Part A state activity funds to support the following statewide activities:

- Completion of the review, refinement and re-adoption of each of the state's eight Core Curriculum Content Standards (CCCS). As indicated elsewhere in this plan, the revision is taking place in two phases. The first phase, presently under way involves the following activities: review and discussion by the New Jersey State Board of Education (NJSBE) of the revised language arts literacy, mathematics, and science standards in May 2002; public review and testimony on the revised standards in June 2002; and NJSBE adoption of the revised standards in July 2002.

The second phase, which will begin in September 2002, will involve the review, discussion and adoption process of the revised standards in social studies, visual and performing arts, world languages, health and physical education, and workplace readiness. Included in the review process will be the Early Childhood Expectations and the CCCS for Students with Severe Disabilities. It is expected that these standards and the Early Childhood Expectations will be adopted by the NJSBE in November 2002.

- Professional development and technical assistance to teachers, principals, supervisors, and curriculum specialists on strategies for alignment and integration of the revised CCCS with local curricula, instruction and learning. This training provides the teachers with the knowledge and skills to integrate the CCCS into their curricula and instruction, resulting in an improvement in the quality of instruction. With this knowledge, these teachers can turn-key train other teachers in their schools, resulting in an increase in the number of highly qualified teachers.
- Recruitment of teachers in areas where there is a shortage, *e.g.*, science, mathematics, and world languages. Please see “Recruit and Retain Highly Qualified Teachers” below in this section.

Additionally, to ensure that New Jersey teachers are highly qualified and that schools and districts provide high-quality professional development, the following initiatives are either currently being implemented and will continue, or are currently under consideration:

Professional Development for Teachers – In May 1998, the NJSBE adopted professional development regulations requiring all of New Jersey’s teachers to complete 100 hours of professional development every five years. Highlights of this regulation include:

- Appointment in January 1999 of a 19-member Professional Teaching Standards Board (PTSB) composed of teachers, school district administrators, school board members, college representatives, and the public.

The PTSB has established professional development standards for continuing education and for guiding districts in designing their professional development programs and plans. These professional development standards were approved by the Commissioner of Education in January 2000. New Jersey’s professional development standards focus on the need for professional development that is job-embedded, core content standards-based, related to a teacher’s practice, and sustained over time as opposed to the discrete professional development workshops of the past. The professional development standards can be found on the NJDE Professional Development Web site at: www.state.nj.us/njded/profdev/.

In addition, the PTSB recommends approval/non-approval of all continuing education offerings, and maintains a list of approved professional development providers for local school district efforts. A County Professional Development Board, appointed in each of New Jersey’s 21 counties, approves the professional development programs and plans of the local school districts in the county. A district-level Professional Development Committee in each school district plans and implements professional development programs based upon the common professional development standards established by the PTSB.

- The PTSB developed a county process to review and approve the local professional development plans, involving a feedback matrix/rubric that is based on the Professional Development Standards. The matrix provides guidance for county boards in determining plans that are exemplary, good, satisfactory, or unacceptable. Failure in any section of the plan constitutes non-approval. This plan approval process will be used beginning in 2002-2003. Districts will be asked to revise non-approved plans for resubmission. The PTSB has also developed model plan “anchors”, which illustrate exemplary, good, satisfactory, or non-acceptable plans. In May and June of 2001, the NJDE conducted training for all county boards of education on the district approval process. In the fall of 2001, the county boards of education “turn-keyed” information on the new process for school districts.
- The NJDE requires an annual assessment of each teacher’s progress toward fulfilling the 100 hours of mandated professional development. In conjunction with this requirement, each individual teacher or educational services staff member must have a professional development plan that is aligned with the professional development standards, reflects the categories of opportunities outlined in the *Professional Development Framework (What Counts?)*, and is developed in compliance with the teacher evaluation regulations.
- The NJDE has established an online registration system of all professional development providers, including colleges and professional development associations, to ensure compliance with the CCCS. The Professional Development Provider System can be found on the NJDE Web site at: www.state.nj.us/njded/profdev/providers/index.html.

Professional Development for Principals and Supervisors

In the Spring of 2001, New Jersey was one of 15 states selected from among 37 applicant states for a \$50,000 State Action for Education Leadership Project (SAELP) design grant. The purpose of this grant was to support the development of a detailed implementation plan to prepare and enact new and innovative legislation and/or administrative policies and practices designed to attract, support and sustain school leaders in New Jersey who are capable of improving student achievement. SAELP is administered by the Council of Chief State School Officers and is funded by the Wallace-Readers Digest Fund through its *Leaders Count* initiative. The grant program is overseen by a national consortium whose members include representatives from the Council of Chief State School Officers, the National Governors Association, the National Conference of State Legislatures and the National Association of State Boards of Education. The mission of the national consortium is to support the creation of state policies and legislation that will strengthen school leaders (principals and superintendents) and focus them on the improvement of teaching and learning.

New Jersey’s receipt of this design grant supported the creation of a statewide consortium of policy makers and practitioners that mirrors the national consortium, adding vital representation from the professional associations, the higher education community, and

school boards. The consortium, working in conjunction with the NJDE, crafted a plan that was approved by the national consortium early in 2002, which resulted in an additional grant of \$250,000 to New Jersey to support implementation of the plan.

New Jersey's implementation plan focuses on the adoption of performance-based standards for school leaders and integrates all other reform efforts with this central commitment to ensure a comprehensive alignment of all reforms with those standards. The proposed reforms include policies to:

- Expedite reciprocity for qualified candidates and create an alternate preparation program that will allow experienced supervisors, without a masters degree in administration, to become principals;
- Partner with the National Council for Accreditation of Teacher Education (NCATE) and require college and university Educational Administration programs to align with adopted standards as the basis for continuing as state-approved programs;
- Replace the current written exam for licensure (Praxis II) with the standards-based assessments for school leaders (SLLA and SSA);
- Reconfigure and expand the mentor-directed residency;
- Explore governance structures that support and inhibit the quality practice of school leadership; and
- Increase the stability of superintendent positions by lengthening renewal contracts to a minimum of five years.

The timing of New Jersey's SAELP award is particularly fortuitous in that New Jersey is currently undergoing a comprehensive review of its licensing code and is working to implement professional development standards and regulations for school leaders. The grant allows New Jersey to move forward to create and align state policies with the best in standards-based education reform.

Licensing and Professional Development

The overarching goal guiding the licensing code review is to ensure that all professional educators are prepared to meet the challenges of educating New Jersey's students for success in the 21st century. To meet this goal, five critical categories of potential change are now under consideration. These include: 1) alignment of the code to standards-based reform; 2) development of provisions that enhance the quality of teaching and learning; 3) attention to professional preparation programs; 4) recommendations for certificate changes; and 5) revisions that improve operational aspects of the code.

1. *Standards-Based Reform* -The alignment of educator licensing and professional development with the Core Curriculum Content Standards and other aspects of

the standards-based reform initiative are necessary to ensure that all educators are prepared to provide the quality instruction and support needed to facilitate public school students' attainment of the standards. In order to support this effort, the department is considering the following:

- Align teaching certificates with the Core Curriculum Content Standards;
- Revise the generic pedagogy required of all teachers to include study of the content standards and the application of the standards to instruction;
- Develop standards for teaching that focus on the content standards;
- Revise administrator regulations that are aligned with state and national standards (see *Professional Development for Principals and Supervisors* above); and
- Include a professional development subchapter for administrators in *New Jersey Administrative Code*.

2. *Enhancing the Quality of Teaching and Learning* - The regulations currently in effect allow individuals with substandard certificates to be assigned to classrooms. These individuals are not fully prepared to meet the instructional needs of students and, in some circumstances, have little or no content preparation. In order to remedy this problem, the NJDE is considering the following revisions to *New Jersey Administrative Code*:

- Eliminate emergency certificates. The regulations governing issuance of emergency certificates do not identify any required preparation. The main requirement is the documentation of district need and the county superintendent's approval. As a result, in areas such as special education, bilingual and ESL education, and other areas of shortage, candidates are placed in assignments with little or no preparation. Therefore, the NJDE will recommend the elimination of the emergency certificate.
- Create conditional certificates in areas of need where there are teacher shortages. The NJDE will expand the issuance of conditional certification, which is currently available only in the area of world languages, to other areas where there is a shortage of teachers. A minimum level of preparation in the certification field will be required and a limited period of time for completion of requirements for standard certification will be prescribed. Candidates with no preparation will no longer be issued certificates.
- Create limited certificates for foreign teachers to ameliorate teacher shortages. The NJDE will consider reinstating the practice of issuing certificates with a three-year validity to teachers from other countries who

meet appropriate requirements. These teachers are recruited to teach in New Jersey by approved international agencies that work in collaboration with school districts. There is pending state legislation that will provide direction in this area.

- Amend the regulations governing county substitute certificates. The NJDE will recommend changing the authorization of the county substitute certificate to prevent misuse of substitute teachers. It has been the practice in some districts to assign county substitute teachers to long-term vacancies, removing them for one day at the end of the required limit of 20 days, and returning them after the one-day absence. The NJDE will recommend that time limits be developed to preclude the continuation of this practice.

The NJDE will also consider some flexibility for teachers who hold out-of-state teaching certificates, have three years of successful teaching experience under the out-of-state certificate, and are eligible for New Jersey standard certification with the exception of the test requirement.

The NJDE will also recommend completing employment clearances prior to issuance of the county substitute certificate.

- Revise world languages certificate requirements. All world language teachers and all elementary school teachers assigned to teach world languages should provide evidence of oral language proficiency and complete a course in second language acquisition. (See Recruiting World Languages Teachers below in this section.)

3. *Professional Preparation Programs* - New Jersey's commitment to high quality educational programs for all students requires a sound system for delivery of instruction by well-prepared certified educators. To that end, the NJDE must ensure that educators undergo a consistent, coherent, and rigorous program of studies. To achieve this goal, the NJDE is considering the following changes:

- Revise teacher preparation programs by:
 - Replacing the existing Boyer topics with the new generic pedagogy for state teacher preparation programs, including both college preparation programs and Alternate Route regional training centers. The new pedagogy focuses on preparing new teachers to understand how all children can achieve the Core Curriculum Content Standards, and how to implement the standards in the classroom. A strong emphasis is placed on providing new teachers with the knowledge of how students learn language arts literacy skills, methods of teaching those skills, and the role of language arts literacy skills in the acquisition of knowledge, skills, and attitudes appropriate to the area of certification.

- Allowing college programs to provide more than 30 credits in the professional education sequence. The additional credits will permit comprehensive professional preparation of pre-service teachers.
 - Developing regulations to govern post-baccalaureate and graduate-level teacher preparation programs. Currently, the regulations govern only baccalaureate programs. The NJDE has no regulatory oversight of post-baccalaureate or graduate teacher preparation programs. Representatives from New Jersey's institutions of higher education have recommended that regulations be adopted.
 - Expanding Alternate Route preparation program availability to include English as a second language, bilingual/bicultural education, and special education certification.
 - Reviewing special education professional preparation programs with the intent of reform. The NJDE has conducted a major review of the professional preparation required of all special education teachers to ensure that the regulations are aligned with the current research and practice in that field.
- Update educational services preparation programs. After review of stakeholder recommendations, the NJDE will revise the educational services preparation programs to align them with national standards where appropriate.
 - Revamp administrator preparation programs. The NJDE will require colleges and universities to revise administrator programs to meet the newly developed state administrator standards. This will likely include the adoption of modified *Interstate School Leaders Licensure Consortium* (ISLLC) standards and a state partnership with the *National Council for Accreditation of Teacher Education* (NCATE).
4. *Major Certificate Changes* - Certification changes are inherent in each of the topics discussed in the previous sections addressing this issue. This section specifically highlights proposed changes in the certification structure and/or requirements that are now under consideration.
- Explore early childhood/elementary grade-level authorizations. Recognizing that early childhood/elementary school teachers need to have levels of content preparation appropriate to the student population being taught, the department is exploring the revision of the current certification structure for teaching in preschool through grade eight. The goal will be to assure that teachers are prepared to teach the Core Curriculum Content Standards at the grade levels to which they are assigned. The following options have been suggested:

- A Preschool through Grade 3 certificate and a Grade 3 through Grade 8 certificate that would require content preparation in a minimum of two of the standards; or
 - A Preschool through Grade 3 certificate, a Kindergarten through Grade 5 certificate, and a middle school certificate in specific content standards areas.
 - Overhaul vocational-technical education by:
 - Aligning the vocational-technical education certificates with the USDE's 16 Career Clusters.
 - Exploring how to address certificates that are not aligned with the federal career clusters.
 - Investigating structured learning experiences and identifying appropriate certificates needed to supervise students in these experiences. Structured learning experiences are supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist students in gaining employment skills and making career and educational decisions.
 - Develop new certificates to meet the Core Curriculum Content Standards in the following areas:
 - Teacher of Vocational Arts/Drama
 - Teacher of Computer Science
 - Teacher of Technology Education
 - Teacher of Distance Learning
 - Teacher of Adult Literacy
 - Teacher of Physics and Teacher of Chemistry
 - Teacher of American Sign Language
 - Educational Interpreter
5. *Operational Changes* - The following proposed changes will provide the State Board of Examiners, the Office of Licensing and Credentials, and the Office of Standards and Professional Development with the structure necessary to execute their statutory and regulatory responsibilities efficiently.
- Codify all State Board of Examiners procedures. The department will change the appeal procedures for performance evaluation after residency programs for provisional teachers to eliminate conflicting procedures and to provide clarity. In addition, the revised code will have a provision for

the voluntary surrender of certificates and a uniform appeal process for all State Board of Examiners decisions.

- Replace the term “endorsement” with “certificate.” In the past, teachers were issued one certificate in one of three areas: instructional, educational services, and administrative. As a teacher completed the requirements for additional specializations within a certificate area, endorsements were added to the initial certificate. This practice has ceased. Individual certificates are issued each time an educator earns a new specialization. The regulation change will eliminate confusion.
- Provide flexibility to the 2.75 grade point average requirement. In an effort to continue to ensure the quality of the teacher pool, while addressing the realistic need to build the supply of new teachers, the NJDE is considering the following amendments:
 - Permitting teachers holding teaching certificates from other states, who have a minimum of three years of successful teaching experience under the certificate, to substitute the certificate and experience for the GPA requirement; or
 - Permitting candidates who achieve a 3.00 GPA in the academic major, as certified by the college/university, and an overall 2.50 GPA to satisfy the GPA requirement; or
 - Permitting candidates who achieve a 3.00 GPA in the junior and senior years of the bachelor’s degree program, as certified by the college/university, and an overall 2.50 GPA to satisfy the GPA requirement.
- Include criteria to allow nonpublic school participation in the Provisional Teacher Program. The NJDE will recommend that nonpublic schools, in which a student can fulfill compulsory school attendance requirements and that choose to participate in the Provisional Teacher Program, meet the same standards required of public school districts. These criteria will include such requirements as staff certification, formal agreements between the school and the NJDE, and acceptable teaching assignments for provisional teachers.

Recruit and Retain Highly Qualified Teachers

The NJDE’s teacher recruitment initiative, *Teach New Jersey – Reach the World*, was developed to improve both the quantity and the quality of the teaching force throughout all schools in New Jersey. This goal will be accomplished by utilizing aggressive recruitment practices, and researching trends and programs that focus on recruitment and retention of teachers. In an effort to find quality teacher candidates, recruiters have traveled throughout New Jersey and the east coast speaking to students about teaching in

our state. A major portion of the recruitment efforts focus on the use of the Alternate Route program to attract teaching candidates in areas of higher need.

To support New Jersey's urban districts in recruiting and retaining teachers, the teacher recruitment initiative developed an incentive program to support the early childhood needs of those districts: The Governor's Abbott Preschool Teacher Recruitment Program. This program, designed to attract those who are academic high achievers, offered a cash incentive and a laptop computer during the first year to individuals who would commit to working with three- and four-year-olds in full-day urban district kindergarten programs. The incentive program was designed to help retain these teachers for four years, with non-cash incentives during years 2, 3, and 4 of the program. The non-cash incentives include student loan forgiveness and/or tuition coupons for graduate studies in education at a New Jersey college or university. The incentive program has been very successful, having attracted a large number of minority candidates and candidates with GPAs of 3.0 and above.

To recruit minority candidates, recruiters have traveled to many historically black universities and diversity-based job fairs. The recruitment initiative's participation in these fairs has produced a larger percentage of minority candidates available to our districts through New Jersey's online hiring hall: NJHire (www.njhire.com).

NJHire provides school districts, colleges, and prospective teaching candidates with access to a no-cost internet-based hiring system. School districts in New Jersey review and recruit from resumes and employment applications posted online by prospective teachers from New Jersey and throughout the United States. NJHire has been a useful tool in connecting teaching candidates to school districts. Several colleges have required their education graduates to register on NJHire as a part of their senior year career services program, which helps to ensure that districts will have a larger pool of certified teachers from which to recruit. Also, NJHire has the listing of teacher preparation programs online for individuals who are interested in teaching. These relationships are being developed through the efforts of the teacher recruitment initiative.

The teacher recruitment initiative has provided a link between colleges and universities, and our school districts in New Jersey through outreach and the use of NJHire. These relationships have and will continue to provide the local education agencies with a larger and more qualified teaching candidate pool.

Recruiting World Languages Teachers

On April 27, 2002, the NJDE scheduled the third annual World Languages Teacher Recruitment Day. Hosted by the Office of Standards and Professional Development and supported by the department's Teacher Recruitment Initiative, these world languages events seek to attract college graduates who are fluent in a language other than English and who enjoy working with children. Candidates may either hold or be eligible to hold New Jersey teacher certification either through New Jersey's alternate route or new conditional certification.

To be eligible for a conditional certificate, candidates must hold a bachelor's degree from a regionally accredited college or university and have a cumulative grade point average of at least 2.75. Candidates must also possess oral linguistic competency in a language as demonstrated by receiving a minimum score of "Advanced-Low" on the Oral Proficiency Interview, a nationally recognized test developed by the American Council on the Teaching of Foreign Languages. For renewal of the certificate, candidates must complete a three-semester-hour course in world languages methodology within 12 months of obtaining the initial certificate. Candidates must also demonstrate progress towards meeting all state requirements for standard licensure within a five-year period. Additional information regarding world languages professional development, instructional programs, and professional organizations can be found on the NJDE Web site at: www.state.nj.us/njded/worldlanguages/.

On-Line Professional Development: NJPEP – Virtual Academy

The New Jersey Professional Education Port (NJPEP) is an online resource to support and assist the NJDE and New Jersey educators (www.njpep.org). The name, NJPEP, is designed to imply that the Web site is a portal, as well as to indicate movement of information to and from schools and the NJDE. It is designed as a user-friendly adjunct to the main NJDE Web site, and its goals focus the understanding of information associated with and surrounding the implementation of the NJ Core Curriculum Content Standards and their related skills and assessments, P–12. To that end, a database of standards and correlated Web resources is under development.

As with any online resource, the NJPEP Web site frees educators from the constraints of time and space by creating a virtual academy accessible anytime, anywhere, and thus allowing for reflection and revisiting. Activities of the NJPEP team include online support of workshops and tutorials, such as the mounting of PowerPoint presentations and subsequent moderated discussion boards. NJPEP provides for the ability to share and collaborate on activities statewide, or in district or county-wide academies of teachers and administrators. This latter activity is also made possible via an NJPEP recommendation of online software for sharing and mentoring. In other words, NJPEP evaluates online and technology programs, and makes possible coordinated buys, or subscriptions to programs and development space.

Additional activities of NJPEP consist of development of researched information sites, such as those requested by NJDE directors (Teacher Quality Review and Research, Early Reading and Literacy, and the Achievement Gap), and by educators (Assessments, Standards, Content). Tutorials, such as Rubrics, Interpreting Test Results, and Developing New Jersey Statewide Assessments, have been developed to support educators in the classroom and in parent conferences. Specific workshops that have been designed to help the teacher in the classroom include Steps from Standards to Assessment, and Helpful Hints for ESPA, GEPA, and HSPA.

Research is important to NJPEP. Two papers are being presented at the 2002 National Staff Development Council conference: Online Support of Mentoring, and Online Development and Sharing of Unit and Lesson Plan Development of Pre-service Teachers.

NJPEP is in active partnership with several grant and foundation submissions at the national and local levels.

Title I Schools and Teacher Quality

The LEA must assure in the Consolidated LEA Subgrant Application (for federal funds under Title I and II) that all teachers instructing Title I students for both targeted assistance and schoolwide programs are state certified teachers in the appropriate core academic area. New Jersey currently offers the following certifications: Prek-3, elementary certification, and secondary certification in content areas necessary for secondary teachers.

Title I schools identified as in need of improvement must devote 10 percent of designated Title I funds toward professional development over a two-year period. The content of the professional development must be based upon the comprehensive needs assessment that is directly linked to student achievement. All professional development must be based on scientific research-based programs and strategies and must be aligned with the schoolwide program, or with the district curriculum, if the school is a targeted assistance school.

Title I project directors are encouraged to utilize both Title I and Title II program resources to provide professional development opportunities to boost teachers' skills and help them develop effective strategies to meet Core Curriculum Content Standards. This is reflected in the plan's allocation process that requires districts to show the amount of Title I funds that are dedicated to professional development.

Districts are further urged to provide ongoing, sustained long-term training opportunities, rather than divergent one-shot workshop approach training. Therefore, the NJDE supports the designation of Whole School Reform facilitators in schoolwide projects, and the designation of reading coaches and mathematics specialists to support enhanced teaching practices in the classroom.

Additionally, the centerpiece of WSR, the Core Curriculum Content Standards, will be integrated with the training modules with primary emphasis on language arts literacy and mathematics. In order to best utilize resources, interdepartmental collaboration with other offices/programs such as Program Planning and Design, Standards and Professional Development, Virtual Academy, as well as with county offices, will be undertaken to plan, design, and assist in the implementation of state sponsored professional development training.

The NJDE sponsors annually a teacher of the year program. Teachers are nominated for this honor by school district and then by county. The program serves as primary source to identify Title I Distinguished Educators in New Jersey are referred to as the County Teacher of the Year and the Principal of the Year programs. For the teacher program, Title I criteria concentrates on how teachers ensure that all children, particularly low-performing students, achieve standards in the classroom. The Title I Distinguished Educator is selected on an annual basis from the county finalist of teachers. A parallel

program that identifies principals is sponsored in conjunction with the New Jersey Principals and Supervisors Association. Again, the Title I criteria focus on how the school educators focus on boosting the skills of low-performing students. The principal will be selected from among the Category V and VI schools that demonstrate that all students achieve standards in their schools.

- c. Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.***

NJDE has consistently encouraged the use of highly qualified professionals to provide direct Title I instructional services. At the same time, the NJDE also recognizes that paraprofessionals play a key role in the school, most especially in the early childhood and special education classrooms. In many New Jersey schools, schoolwide programs include pre-school classes, kindergarten along with other primary grades. Furthermore, many special education programs provide the specialized one-on-one assistance of paraprofessionals. Thus, the new requirements will affect many New Jersey schools.

The NJDE has informed all chief school administrators of the new qualifications that must be met whenever a paraprofessional is paid in whole or in part with Title I funds. NJDE is also taking a leadership role, working with various educational organizations and agencies to assure all paraprofessionals currently employed in New Jersey schools meet these requirements by the 2006 timeline. This includes, outreach to:

- county community colleges in New Jersey, as well as the state's four year institutions;
- Thomas Edison College of New Jersey which confers college credit for portfolio assessment of lifetime experiences; and
- the National Association for the Education of Young Children (NAEYC) regarding their on-site performance assessment of staff working early childhood centers.

Through these efforts NJDE will encourage districts to provide on-site college courses for paraprofessionals or make alternate assessments available.

NJDE is also collaborating with Educational Testing Services (ETS), in the development of an alternate assessment system for paraprofessionals as well. This organization located in Princeton, New Jersey. The NJDE to identify professionals in the field who might serve on the test specification committee.

All of this information will be shared with chief school administrators and program managers to assure they are aware of all the resources and avenues available to them to assure all paraprofessionals meet these requirements by 2006.

The NJDE issued preliminary guidance to assure all stakeholders are aware of the new requirements for paraprofessionals. Also, the LEA consolidated subgrant application for

funds now includes a statement of assurance that affirms that all paraprofessionals, as well as teachers, meet the new federal requirements listed in the NCLB.

Title I audit procedures require that all newly hired staff be approved in the district board minutes. This will provide a listing of newly appointed paraprofessionals against which Title I monitors can review for qualifications.

Last year there were 556 paraprofessionals paid by Title I. The state will revisit the annual performance report to amend it to help us capture these data so we can chart progress toward meeting this requirement, especially over the next three and a half years while current paraprofessionals move toward meeting all new requirements and qualifications.

- d. Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.***

The New Jersey Department of Education (NJDE) will encourage networking and partnerships involving LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools, through a number of activities, including the following:

- For those LEAs participating in the competitive grants process, the NJDE will offer technical assistance sessions that address the practical implementation of their individual grant projects. The sessions will be held at the beginning and in the middle of the grant period. The sessions will also allow the opportunity for all subgrantees to gather together to share and discuss their project highlights and challenges.
- The NJDE will continue to support the Abbott Consortium for Technology (ACT). This gathering of educational technology district-level directors is a district resource for networking and curriculum development, and represents an all-purpose vehicle to share information.
- The Educational Technology Training Centers (ETTCs) focus on professional development activities that ensure technology education goes beyond teaching how technology works to conveying to students an understanding of the cognitive basis for using technology. As established training entities throughout the state, the ETTCs will continue to be the NJDE's vehicle by which to share information and develop appropriate courses to meet the needs of the low-performing schools.
- The NJDE will continue its collaboration with Verizon under the company's *Access New Jersey* program (www.bellatlantic.com/ba-

nj/education/advantrev.htm). This program will assist districts in building and supporting their existing infrastructure.

Some other available resources that encourage partnerships and that will continue to be a central focus of the NJDE Office of Educational Technology include:

- The Access~Collaboration~Equity (ACE) grant program was designed to provide technology resources in public locations such as libraries, community centers, housing complexes, or in school-based locations with extended hours. The ACE centers were established under a grant program whose purpose was to increase student achievement of the Core Curriculum Content Standards and family involvement in their children's education through the provision of staff-supported "off-hour" access to additional educational opportunities through technology. These centers provide an extension of a district's educational program for students, their families, and resources that support participation in educational activities. Local projects funded through the ACE grant program develop and deliver services that help to close the "digital divide" between those who have access to technology and those who do not. The NJDE continues to support the centers by supporting partnerships with the Chamber of Commerce and the National Executive Service Corp. Details on the ACE Centers throughout New Jersey can be found on the NJDE Web site at: www.state.nj.us/njded/techno/ace/abstract.htm.
- The Technology Fellowship: Mentoring & Modeling project, which can be found on the NJDE Web site at: www.state.nj.us/njded/techno/fellowship/index.html, was funded by the Technology Literacy Challenge Fund (TLCF) and developed Technology Fellowships in partnership with the New Jersey Education Association (NJEA). Twenty teachers were selected through a competition at local and county levels. The recipients are released by their districts from classroom responsibilities for a full school year to collaborate with the ETTCs in each county, and with the NJDE Office of Educational Technology. During the year, the teachers share their expertise on the effective use of technology in the classroom via mentoring and training experiences at the ETTCs and in schools throughout the state. Each Technology Fellow is also developing unique, Web-based projects for student achievement of the Core Curriculum Content Standards. The purposes of the one-year Technology Fellowship program are to celebrate the achievements of exemplary technology-using teachers and to share their success with others via a statewide program. The statewide "success sharing" program will continue to grow from teacher to teacher and school to school through the ETTCs.
- The New Jersey Exemplary Leadership Institutes for Technology in Education, which can be found on the NJDE Web site at: www.njelite.org/, was formed through a partnership among the NJDE, New Jersey Association of School Administrators (NJASA), and the New Jersey Principals and Supervisors Association (NJPSA) to help school superintendents and principals become

informed leaders who can use technology in their daily tasks and who support and encourage teacher use of technology to enhance student learning. The Institutes project is funded by a \$5.1 million grant from the Bill & Melinda Gates Foundation State Leadership Development Plan. The project extends from January 2001 through December 2003 and is intended to serve school leaders throughout the state.

Core activities include training opportunities via the three-day core workshops, and separate institutes with in-depth exploration of the Seven Dimensions for Progress in Educational Technology. The professional development activities are hands-on, small group institutes that address critical technology areas and systems change. Additional ongoing activities include showcases, videoconferences, Web-based programs, online support, and mentoring opportunities. The focus of the NJ ELITE program is to gain knowledge to effectively integrate technology into the learning environment, while enhancing leadership skills to encourage data-driven decisions regarding instruction and management. More than 3,400 public and nonpublic principals and superintendents will benefit from NJ ELITE over the three-year grant period.

- Verizon's *Access New Jersey* (www.bellatlantic.com/ba-nj/education/advantrev.htm) is designed to link K-12 schools and libraries. It was established in 1997 through an agreement reached by the Board of Public Utilities, Verizon, and the New Jersey Ratepayer Advocate, in partnership with the NJDE. The initiative represents a commitment of \$80 million over four years (1997 – 2001). *Access New Jersey* provides educational discounts ranging from 33 percent to 72 percent for ISDN, frame relay, SMDS, or ATM services. The program also provides free customer premise equipment and network development. In the fall of 2000, New Jersey's Video Portal became operational. A direct result of the partnership between Verizon and the NJDE, the Video Portal is funded through *Access New Jersey* and is solely for the use of Pre-K-12 schools. The Video Portal erases Local Access Transport Area (LATA) lines for statewide video connectivity and enables the sharing distance learning activities via interactive, multipoint video conferencing in a very cost-effective manner.
- The New Jersey Nonpublic School Technology Initiative Program, which can be found on the NJDE Web site at: www.state.nj.us/njded/techno/npotech.htm, provides technology aid for nonpublic school pupils. In FY 2001 and FY 2000, \$8 million was allocated each year and distributed at \$40 per pupil. In FY 1999, the appropriation was \$4 million or \$20 per pupil. In FY 98, there was no appropriation. The program requires that public school districts administer the technology funding for students attending nonpublic schools. This funding must be used to meet specific technology needs of students and teaching staff members, including equipment, software, maintenance, and professional development that is consistent with the provisions of the federal and state Constitutions.

- The Universal Service Fund (USF) (www.state.nj.us/njded/techno/toc.htm) has an active participant in New Jersey since the program was launched in 1998. The NJDE provides technical assistance and guidance for the program integrity review process. Following are highlights of annual participation:
 - First year (January 1, 1998 through June 30, 1999): New Jersey's schools and libraries received more than \$69 million in awards, which was about four percent of the total national awards. The Abbott districts (the 30 most needy districts in the New Jersey) received \$38.2 million. New Jersey was ranked seventh in the nation for number of applications, and sixth in the nation for award amounts in year one.
 - Second year (July 1, 1999 through June 30, 2000): The awards for New Jersey totaled \$42 million, which represents 2.2 percent of the awards throughout the nation. The Abbott districts received \$23.2 million.
 - Third year (July 1, 2000 through June 30, 2001): The awards for New Jersey schools and libraries totaled \$42.6 million, which represents 2.1 percent of the awards throughout the nation. The Abbott districts received \$24.5 million.
 - Fourth year (July 1, 2001 through June 30, 2002): The awards for New Jersey totaled \$53.4 million, which represents two percent of the awards throughout the nation. The Abbott districts received \$30.7 million.

e. Promote parental and community participation in schools.

The New Jersey Department of Education (NJDE) will continue to seek parental and community participation through a variety of key mechanisms and forums. Schools will be held accountable through public reporting of numerous measures of success, including test results, attendance and graduation rates, and efficient use of fiscal resources. In turn, parents and other community members will be strongly encouraged to become involved in the planning and implementation of programs. Strategies to support this goal include:

- developing a clearinghouse to advocate the use and expansion of school councils involving parents and community members in school-based planning;
- involving citizens in school reform efforts through town meetings, open hearings, and solicitation of input from all interested parties;
- providing the public with more information about the schools to better enable all stakeholders to participate in school planning and budgeting;
- encouraging a variety of school choice options to allow parents greater control over their children's education; and

- collaborating with business and higher education to develop common expectations and cooperative initiatives to better prepare students for advanced study and employment.

Additionally, the NJDE has developed a Parents' Circle on its Web site, which can be found at: www.nj.gov/njded/parents/index.html. This site has been written and designed specifically to provide assistance to parents in helping their children succeed in school, and includes information on such topics as: school health and safety, school choices, children with special needs, career preparation, teacher preparation, law and policy, standards, assessment, transportation, facilities, and preschool.

The Parents' Circle site also contains information about current happenings throughout the state that would be of interest to parents. For instance, the current schedules for all of the Families Achieving the New Standards (FANS) and Gaining Achievement in the New Standards (GAINS) projects are included in this center. There is also information in both print and video that will be of special interest to parents who are seeking information on how to assist their children in school.

The NJDE also sponsors the Commissioner's Urban Advisory Committee's Parent Participation Awards to give an added incentive to the state's neediest schools (*i.e.*, Abbott schools) to expend additional effort to improve parent involvement and parent education programs that will result in higher student achievement. For the 2001-2002 school year, there were 26 award winning districts, which received a total of \$78,000 in cash grants from the NJDE. A listing of the winning districts can be found on the NJDE Web site at: www.state.nj.us/njded/abbotts/act/ppp/.

Program-specific efforts to ensure parental and community involvement in schools include:

- ***Title I Programs (generally)*** – The NJDE, Office of Title I, recently put together its strategic plan. Included in this plan is a component to address parental involvement. Plans call for the following:
 - Ongoing training for school district staff to assure they are aware of both requirements and strategies for assuring full, appropriate parental involvement;
 - A new series of regional parent training sessions to apprise all parents of new Title I requirements, options available to them, and the importance of being involved in their children's education; and
 - Continued coordination and collaboration with the Statewide Parent Advocacy Network (SPAN) and the New Jersey Association of Parent Coordinators.

To assure all parents are fully apprised of school status and progress, the State Report Card will include all newly required elements. This spring, the Title I Office convened a committee to review the State Report Card. A key representative on this committee was from the New Jersey Parent Teacher

Association (NJPTA). The purpose of the group was to make the report card more user friendly so parents could more readily identify key data elements and the relative status of their school. The key recommendations of this group included:

- o Integration of graphics to display data and trend information;
- o Reorganization of information into related clusters; and
- o Brief narrative statements about the significance of each data set.

Finally, the Committee of Practitioners includes the representation of educational practitioners, but also parent and community members.

Enhancing Education Through Technology (Title II, Part D) - The

Access~Collaboration~Equity (ACE) program began as a grant program whose purpose was to increase student achievement of the Core Curriculum Content Standards and family involvement in their children's education with the provision of staff-supported "off-hours" access to additional educational opportunities through technology. The centers were designed to provide technology resources in public locations such as libraries, community centers, housing complexes or in school-based locations with extended hours. These centers provide an extension of a district's educational program for students, their families, and resources that support participation in educational activities. Local projects funded through the ACE grant program develop and deliver programs that help to close the "digital divide" between those who have access to technology and those who do not. The NJDE continues to support the centers by providing partnerships with the New Jersey Chamber of Commerce and the National Executive Service Corp. Details about the ACE program can be found on the NJDE Web site at: www.state.nj.us/njded/techno/ace/abstract.htm.

Additionally, all those local education agencies (LEAs) that were previously funded to develop an ACE Center will be encouraged to apply for an expansion grant as part of the Enhancing Education through Technology initiatives, the 21st Century Community Learning Centers grant program, as well as other federal and local grant programs.

- ***English Language Acquisition, Language Enhancement, and Academic Achievement (Title III, Part A)*** – New Jersey has had a strong parental consent law in place for bilingual and ESL programs since 1995 (P.L. 1995, c.327). Districts are required to assure their compliance with this law as part of their bilingual/ESL program state plan. This law, and its corresponding regulations in the administrative code, is aligned with the provisions of Title III, Sec. 3202. For example, during the spring of 2002, the NJDE had a sample parental consent letter translated into 46 languages and posted on our Web site in order to facilitate districts' compliance with this law. Districts have been provided with the specifics of this provision at NCLB information sessions conducted statewide

during June 2002. Moreover, districts must assure their compliance with the parental notification provisions of Sec. 3202 in the NCLB subgrant application.

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1)*** - Pursuant to section 4114(c)(1)(B), 4114(c)(2) and 4115(a)(1)(E), LEAs are required to develop Title IV, Part A Consolidated Formula Subgrant applications, programs and activities with timely, meaningful and ongoing consultation with a broad base of community representation, including parents, and to actively involve them in the administration of funded programs or activities. LEAs will be required to document all individuals who participate in the development of the application and funded programs and the administration of these programs, in accordance with the provisions of Title IV, Part A.

f. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.

New Jersey has maintained a state report card for over seven years as one overall method for collecting data on students and teachers. Through this mechanism, data regarding graduation rates is being collected. (For the 2002-2003 school year, however, this rate will be redefined in conformance with the National Center for Educational Statistics.) Student assessment data have been and will continue to be a key element included in the State Report Card. Teacher data (professional experience and advanced degrees) are also collected and report. This section will be revised to include elements related to teacher quality. Finally, the amounts and proportions of LEP students are also reported; however, a reporting format will be developed to reflect English language acquisition data.

The following summaries provide additional program specific information regarding baseline and follow-up data collection and methods that will be used for the core accountability system:

- ***Improving Teacher Quality (Title II, Part A)*** - To secure the baseline and follow-up data for Goal 4, performance indicators 4.1, 4.2 , 4.3, and the aligned state performance targets, New Jersey will use an online, electronic, and secure data collection questionnaire that LEAs will be required to complete.
- ***Enhancing Education Through Technology (Title II, Part D)*** - The Office of Educational Technology will use the state standardized assessments for baseline student achievement data as well as continued pre- and post-assessments. The NJDE is currently exploring the factors involved in adopting or developing an assessment tool to measure technology literacy, and is gathering research that will assist in choosing the literacy assessment tool for New Jersey students. The department will evaluate and adopt materials from the International Society for Technology in Education (ISTE) standards, as well as standards developed in individual school districts within the state. The NJDE is in discussions with several vendors and is previewing software packages to determine the best choice for long-term use in New Jersey. Additionally, the NJDE looks forward to the leadership of the U.S.

Department of Education (USDE) regarding the types of aggregate data analysis required from the states.

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1) -***
Baseline and follow-up data will be provided in the state application for state FY03 Title IV, Part A funds. A description of current needs and an explanation of NJDE's measures for securing baseline and follow-up data are provided below.

To comply with section 4113(a)(9) requiring the results of ongoing needs assessment and evaluation conducted by the State for drug and violence prevention programs, the Office of Educational Support Services reviewed the results of statewide student surveys and data and other information submitted by LEAs. The analysis indicated the following priority data trends:

- New Jersey High School Survey – In “Drug and Alcohol Use Among New Jersey High School Students, 1999,” which provides the most recent statewide alcohol and other drug data for high school students, published by the Department of Law and Public Safety, lifetime, annual and monthly use of alcohol, marijuana and amphetamines has remained relatively stable between 1995 and 1998, but rates for hallucinogens, amphetamines and inhalants have declined markedly for the same time periods:

	Lifetime		Annual ³		Monthly	
	1995	1998	1995	1998	1995	1998
Alcohol	78.8	78.6	71.7	72.0	47.4	48.0
Marijuana	42.1	42.3	36.9	36.9	22.3	21.5
Hallucinogens	15.6	14.3	12.2	10.6*	6.0	4.6*
Amphetamines	9.6	11.0	7.3	8.0	4.2	3.7
Inhalants	22.5	18.2*	16.7	12.5*	7.7	5.1*
¹ Annual denotes “in the last year.” *Denotes statistically significant difference.						

- Youth Risk Behavior Survey – The results from the Youth Risk Behavior Survey (YRBS) did not yield weightable results for survey administrations in 1997 and 1999, however, the findings for 1995 and 2001 when weightable results were obtained are instructive:

Substance	Onset of Use	1995	2001
Cigarettes	Never Smoked	42%	49%
	Onset age 12 or below	20%	21%
Alcohol	Never had a drink	20%	16%
	Onset age 12 or below	30%	32%
Marijuana	Never tried marijuana	61%	59%
	Onset age 14 or below	18%	24%

- Electronic Violence and Vandalism Reporting System (EVVRS) – Pursuant to *N.J.S.A. 18A:17-46*, schools are required to report annually on violent incidents using the EVVRS. The EVVRS provides the NJDE with data in four broad categories of incidents: violence, vandalism, weapons, and substance abuse.

The data from the NJDE's EVVRS indicates an increase in overall incidents of violence and weapons in the 2000-2001 school year. (These data represent unduplicated counts of incidents for the total number of incidents and the total by major reporting category.)

Reporting Year	Incidents of Violence	Weapons Incidents
1999-2000	12,663	1,424
2000-2001	15,971 (+26%)	1,523 (+7%)

Reporting Year	Incidents of Vandalism	Substance Abuse Incidents
1999-2000	5,141	2,455
2000-2001	4,914 (-5%)	2,956 (+17%)

There were increases in three of the four major categories of reporting. The largest increases occurred in the violence category, which rose by 26 percent, with the number of assaults increasing by 29 percent, and fights by 19 percent. Incidents of substance abuse increased by 20 percent, with increases in all three types of incidents: use, possession, and distribution.

While the number of weapons incidents increased slightly (seven percent), vandalism declined by four percent and bias was involved in 52 percent fewer incidents. (These data represent the second year of reporting under the EVVRS. As the LEAs varied in their abilities to adjust to the new system, some likely became more proficient in reporting only this year. Therefore, as may be expected, more incidents were reported in 2000-2001 than in the prior year.)

- New Jersey Communities That Care Survey – The New Jersey Department of Health and Senior Services conducted the “Communities That Care Survey” in 1999. The analysis of the results focused on risk and protective factors. Students who were low on protective factors and high on risk factors used alcohol and other drugs significantly more than their age mates. With regard to protective factors, “New Jersey students looked comparable to students in a matched sample with one exception, *Opportunities for Positive Involvement in the Community*.” The most elevated risk factor was *Community Disorganization*. Two other risk factors where New Jersey students stood out from their counterparts were *Academic Failure* and *Low School Commitment*. However, “compared to the national average, New Jersey students understand the law and norms of their communities toward antisocial behaviors better. They also see drugs as more risky than students in the comparison group.” Overall, this kind of data will help the NJDE, its fellow agencies and partner private organizations target their efforts toward reducing the factors that place students at risk for drug abuse and violence.

- Ongoing Statewide Needs Assessment and Data Collection - In response to the needs assessment and to ensure that schools will foster a safe and drug-free learning environment, the NJDE will continue to base its needs assessments on the following sources, which will assist the NJDE in fulfilling its needs assessment requirement, pursuant to section 4113(a)(9), as well as the requirement under section 4112(c)(3) for the establishment of a Uniform Management Information and Reporting System:
 - o Consolidated New Jersey Student Health Survey – In collaboration with the New Jersey Department of Health and Senior Services (NJDHSS) and the New Jersey Department of Law and Public Safety (NJDLPS), the NJDE is developing consolidated student surveys for middle school and high school students that will replace the Drug and Alcohol Use Among New Jersey High School Students Survey, conducted by NJDLPS, and the New Jersey Middle School Survey, administered by NJDHSS. The consolidated survey will use the Youth Risk Behavior Survey, administered by NJDE, as the framework, with adaptations made to address the data collection and reporting needs of the collaborating agencies, including the collection of student information on risk and protective factors, perception of health risks, perception of social disapproval among youth, the age of first use and other incidence and prevalence of illegal drug use and violence among youth. Pursuant to section 4112(b)(2)(B), NJDE will use Title IV, Part A funds to support the survey.

Data collected from all of these sources will be used by the NJDE for securing baseline and follow-up data and will provide the basis for its analysis of drug abuse and violence problems. The performance measures required under section 4113 (a)(10) will be based on these data sources and results of ongoing program evaluation activities, and will focus on objectives designed to achieve student behavior and attitude change. In addition, performance indicators contained in LEA applications and the Title IV Part A reports submitted by LEAs and other subgrantees will also be taken into consideration in identifying priority needs and follow-up issues, and in developing performance measures.

6. ***In the June 2002 submission, describe how***
 - a. ***SEA officials and staff consulted with the Governor's office in the development of the State plan;***
 - b. ***State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers;***
 - c. ***State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations; and***
 - d. ***State officials and staff will coordinate with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).***

a. Consultation with the Governor's office in the development of the State plan

The NJDE ensured appropriate consultation with the Governor's office in the development of the Consolidated State Application by seeking and securing formal staff representation from the Governor's office on the Advisory Council charged with responsibility for reviewing the Consolidated State Application.

b. Coordination of the various ESEA-funded programs with State-level activities the State administers

To ensure a common core focus for all programs and coordinated efforts on the part of all staff in support of federal education goals, the NJDE has established a long-range planning process for all federal programs. This process involves providing a detailed description of each appropriation, timelines, proposed use of funds, program description, and a budget analysis for each federal program. The purpose of this process is to ensure consistent alignment of federal programs with the *Strategic Plan for Systemic Improvement of Education in New Jersey (Strategic Plan)*, coordination among all programs at the state level, and prudent planning for the use of funds. The planning process has resulted in the use of multiple funding sources (state and federal) to support complementary state initiatives and federal programs.

NCLB Advisory Council - The NJDE has established a Council to advise the NJDE on all matters pertaining to NCLB. The Council includes broad representation of individuals and groups within and outside the NJDE with interest and knowledge in the various programs funded under NCLB. The Council provides NJDE with a mechanism for engaging in effective consultation and coordination across all program areas funded under NCLB.

Funds from all of the federal programs will be used to support the implementation of the five federally-mandated performance goals. All Title I programs and the McKinney Homeless program are targeted toward the enhancement of student academic achievement through high quality instruction and closely related educational services (goals 1, 2, and 3). Title IV activities will be focused on ensuring that schools are safe from violence (goal 4). Titles II and V will provide staff and materials to improve professional development and certification (goal 3), to encourage efficient and effective use of technology to enhance instruction and the management of information (goals 1-5), and to assist in the development of and training in curriculum frameworks to support the Core Curriculum Content Standards (goals 1-5).

Since the State of New Jersey has nearly 600 demographically diverse LEAs, it is important to allow each LEA maximum flexibility to determine its program needs and the appropriate means of responding to those needs, while ensuring coordination among programs and funding available to support them. Therefore, funds for programs consolidated under this Consolidated State Application will be disseminated using two established processes: 1) discretionary grants will be disseminated based on responses by

LEAs, state agencies, institutions of higher education, nonprofit organizations, and any other eligible agencies to Notices of Grant Opportunity (NGOs); and 2) entitlement funds will be distributed on the basis of formulas, consistent with the program requirements, to eligible LEAs who complete a Consolidated Subgrant Application.

The LEA Consolidated Subgrant Application process will occur in two stages in order to provide adequate time for needs assessment, planning, and coordination at the local level. The NJDE anticipates that the initial dissemination of LEA applications will allow time for review and approval prior to the beginning of the project period.

During the first stage, LEAs will be required to demonstrate coordination of all federal programs, while maintaining separate budgets and programs. All programs must be targeted toward the five federally mandated performance goals of the Consolidated State Application, and must be aligned with the state's *Strategic Plan*. LEAs will also be required to focus resources on planning activities and to perform a comprehensive needs assessment in order to develop a meaningful consolidated three-year plan for the application to be submitted the following year. This assessment will be based on the performance of students in relation to state content standards and student performance standards, as well as on other specific needs such as increased prevention programs for violence and alcohol, tobacco or other drug use.

During the second stage, LEAs will be required to submit a comprehensive three-year plan describing how the programs will be consolidated. The LEA plan will specify goals, objectives, and activities based on the results of the needs assessment and establish a corresponding budget for the use of federal funds. LEAs will also provide assurances that they are meeting the requirements of each program included in the consolidated application. Waiver requests will be considered if submitted in accordance with the state and federal waiver process.

Program specific information regarding program coordination follows:

- ***Enhancing Education Through Technology (Title II, Part D)*** - The NJDE will continue to meet with various collaborators to continue to coordinate its efforts in developing programs and services that will support successful academic achievement in students. All funded program offices will provide a portion of the allowable administration monies together to hire a professional evaluator who will analyze the implemented programs for effectiveness. Representatives from each program office will meet at the end of the grant periods to evaluate the success of the programs, and will engage experts to assist in addressing the challenges identified in the evaluative analysis.

c. Coordination with other organizations, such as businesses, IHEs, nonprofit organizations

New Jersey has long maintained a vision of fostering collaborative partnerships among the business, nonprofit, and educational communities to ensure input from stakeholders

such as higher education, community-based organizations, and teacher organizations to achieve educational excellence for all students. These efforts are supported by the unprecedented investment of professional expertise and resources designed to complement and strengthen the educational infrastructure of the state and ensure accountability to New Jersey students.

Involvement by stakeholders from the various sectors of the community most commonly is found in the form of individual representation on any of a number of NJDE advisory councils, committees, work groups, etc. Such representation ensures direct links with the community and direct community input from the perspective of business leaders and community leaders. In this manner, advisory committees have been established for such programs as the Improving America's Schools Act (IASA), and the School Renovation, IDEA, Technology grant program. In all cases, committee members have had the opportunity to offer expertise and insight in making key educational decisions, and to participate in formulating key educational policies for the state.

Additional program specific efforts to ensure coordination with other organizations include:

- ***Enhancing Education Through Technology (Title II, Part D)*** - As the Office of Educational Technology (OET) develops competitive grant programs and offers assistance to those formula-funded districts, the NJDE will continue to draw on the expertise of its ongoing partners such as the NJ Chamber of Commerce, New Jersey Statewide School Initiatives (NJSSI) program, New Jersey Principals and Supervisors Association (NJPSA), New Jersey Association of School Administrators (NJASA), the American Federation of Teachers (AFT), and the New Jersey Education Association (NJEA), as well as New Jersey's teachers, in addressing the needs of schools. Through programs such as NJ Elite, the NJDE is meeting regularly with its educational partners. The partners work together as needs arise and provide input or services, such as the National Executive Service Corporation in alliance with the NJ Chamber of Commerce, and provide technical assistance to subgrantees on becoming self-sufficient and developing business plans.

Through the formation of and NJDE participation in the Business Coalition for Educational Excellence (BCEE), the department has developed partnerships with strong education supporters. The BCEE lobbies for an accountability system for K-12 schools that includes high academic standards tests that measure and benchmark student achievement. The organization also helps school administrators hire technology-proficient teachers and evaluate training needs of incumbent teachers with The Technology Challenge, an online learning and self-assessment tool for educators. Business volunteers are assisting the NJDE in developing guidelines that will help teachers deliver workforce readiness skills to students in all academic classes throughout the state. Additional information about these programs can be found on the New Jersey Chamber of Commerce Web site at: www.njchamber.com/.

- ***English Language Acquisition, Language Enhancement, and Academic Achievement*** - New Jersey law and administrative code mandates that limited English proficient students have full access to all educational programs and services available to other students in the district. Thus, we will ensure coordination with other agencies and federal programs through the following means:
 - Participate in the Title I Leadership Development Institute to provide training to districts in how LEP students can best be served by Title I programs;
 - Establish links with New Jersey Teachers of English to Speakers of Other Languages/Bilingual Educators (NJTESOL/BE) and their special education subcommittee;
 - Coordinate staff development training with the offices of Migrant Education, Early Childhood Education, Charter Schools, Special Needs Districts, World Languages, and other academic disciplines in order to ensure broad-range understanding of the educational issues affecting English language learners in each of the areas; and
 - Collaborate with the Office of Special Education to ensure representation from the office of Special Education and Bilingual Education on each other's advisory committees, and develop training and guidance on intervention, identification, evaluation, placement and program options and instructional strategies for LEP special education students.

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1)***
 The following organizations are represented on the NCLB Advisory Council in support of Title IV: (1) the Governor's Council on Alcoholism and Drug Abuse; (2) the Office of the Governor; (3) the Association of Student Assistance Professionals of New Jersey (which is the statewide professional association for substance awareness coordinators); and (4) the Office of Educational Support Services, NJDE.

- ***21st Century Community Learning Centers (Title IV, Part B)***
 - Advisory Committee - At the department level, and in accordance with the federal statute, the NJDE established the 21st Century Community Learning Centers Advisory Committee to foster statewide collaboration, to assist in program design, and to address implementation issues that cross agencies. This council is representative of a broad and diverse group of stakeholders interested in establishing high quality services for children and families, and includes representation from state government agencies, community-based organizations (including faith-based organizations), teacher, parent and student organizations, the business community, and higher education. When selected, the grantee agencies will also be represented on this committee.

 - Additional Consultation - As an additional resource to the consultation and coordinating process for this program, the NJDE also maintains a collaborative relationship with the existing federally funded 21st CCLC projects within the state. The NJDE convened a focus group to meet with representatives from these agencies and their collaborative partners to gain valuable insight into the operations of existing programs. NJDE representatives also attend regular

meetings of existing agencies that are designed to network and share resources and best practices.

d. Coordination with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act)

The NJDE is committed to excellence in schools as a key priority for all students in New Jersey. In this regard, Governor McGreevey has directed that all statewide educational planning efforts be undertaken collaboratively to ensure the state's education system maintains a focus on becoming a seamless system for students from preschool through college and beyond. This philosophy is designed to ensure that students are prepared to meet the needs and demands of employers in New Jersey, and to ensure that students have the skills necessary to compete in a changing and increasingly demanding economy.

At the executive level, Governor McGreevey has created an Educational Cabinet, which consists of business and educational leaders charged with responsibility for furthering the state's goal of establishing an educational structure that is seamless so that students are better prepared for the workforce. Additionally, a Governor's Council has been created to ensure quality education occurs on an ongoing basis in urban school districts of the state.

Also, the NJDE collaborates directly with the New Jersey Business Coalition for Educational Excellence, the Coalition for Responsible Educational Assessment, Testing, and Evaluation (CREATE), and the New Jersey Chamber of Commerce on assessment issues.

Program specific efforts to ensure coordination with other organizations include:

- ***Safe and Drug-Free Schools and Communities (Title IV, Part A, Subpart 1) – Coordination*** - Pursuant to section 4113, the programs, services and activities funded under the SEA and Governor's portions of Title IV, Part A and the activities of other State agencies and other programs will be coordinated through the mechanisms described below:
 - Governor's Council on Alcoholism and Drug Abuse - Statewide Responsibilities and Membership – In addition to the coordination of Title IV, Part A programs through NJDE's NCLB Advisory Council, these programs also will be developed in consultation and coordination with the Governors Council on Alcoholism and Drug Abuse (GCADA). Pursuant to N.J.S.A. 26:2BB-4, the GCADA was established by the New Jersey Legislature to coordinate the efforts of all State agencies with regard to the planning and provision of prevention, education, treatment, research and evaluation services for and public awareness of, alcoholism and other drug abuse. The GCADA is composed of the following state

officials or their designees: the Governor of New Jersey, the Commissioners of the NJ Departments of Education, Health and Senior Services, Human Services, Community Affairs, Personnel, Labor, and Corrections, as well as the Executive Director of the Governor's Council on Alcoholism and Drug Abuse, the Attorney General (Department of Law and Public Safety), the Adjutant General of the Department of Military and Veterans' Affairs, and the New Jersey Presidents of Higher Education Council.

- Statewide Master Plan – The GCADA is responsible for annually preparing the *Comprehensive Statewide Alcoholism and Drug Abuse Master Plan* for the prevention, education, public awareness, treatment, and research and evaluation of alcoholism and drug abuse for New Jersey. In this capacity, the GCADA reviews the substance abuse program activities of all state agencies, including those of the SEA and the Governor's portions of Title IV, Part A, and establishes a coordinated plan for addressing substance use and abuse in New Jersey. The broad representation of the GCADA, including the Commissioner of Education as a permanent member, and its function as a statewide coordinating body make it an ideal mechanism for the effective consultation and coordination of programs funded under Title IV, Part A. The Commissioner's designee to the GCADA and its committees is a staff member from the NJDE Office of Educational Support Services, which manages both the SEA and Governor's portions of funds under Title IV, Part A. This representation provides for ongoing consultation and coordination for the use of funds, pursuant to sections 4113(a)3 and 4113(a)4.
- Statewide Alliance and Municipal Alliances – The GCADA also administers the Alliance to Prevent Alcoholism and Drug Abuse, which was established to develop alcohol and other drug abuse prevention and public awareness programs in municipalities statewide. This is accomplished through an established system of local Municipal Alliance Committees (MACs), which are composed of community volunteers and representatives from local government, schools, health care providers, and law enforcement personnel, and which develop drug prevention programs designed to address locally determined needs and priorities for their respective communities. MACs are supported by Drug Enforcement Demand Reduction (DEDR) funds. The DEDR fund, which consists of mandatory state fines imposed on drug offenders, is disbursed by the GCADA through the county treasury to the MACs. The SEA and Governor's portions of Title IV, Part A will be coordinated with the activities of the MACs under common statewide planning goals and regular planning and coordination under NJDE's ongoing contributions to the mandated functions of GCADA. Additionally, the NJDE's and the Governor's participation in the Alliance program will address the requirements under section 4113(a)14 for community-wide comprehensive drug and violence prevention and organizing activities.
- Juvenile Justice Commission (JJC) – The JJC is responsible for planning, policy development, operations, contracting, and advocacy for youth involved in, or at risk for involvement in, the juvenile justice system. The JJC provides centralized,

statewide authority, leadership, and coordination with regard to primary prevention, early intervention, and dispositional alternatives for the juvenile population and related issues, including violence. As such, the JJC provides a mechanism for reviewing all the plans of all state agencies for the prevention and early intervention of youth violence in New Jersey. The NJDE is represented on the JJC.

- Education-Law Enforcement Working Group - This statewide working group is composed of representatives from all sectors of the law enforcement and education communities. The group addresses issues of common interest, resolves areas of concern, and develops and reviews program plans that affect educators and law enforcement personnel. The group will continue to assist in the planning and review of program activities funded under Title IV, Part A.
- Coordination with the Office of the Governor - While the Governor is represented on the NCLB Advisory Council and the GCADA, specific drug and violence programs funded under Title IV, Part A, section 4112, will also be developed in consultation with the Governor's designated liaison to the NJDE.
- Coordination with State Agencies and Other Programs or Entities - In addition to strategic planning under GCADA, the NJDE will coordinate with individual or groups of state or other agencies, as appropriate to the goals and designs of funded drug and violence activities.

7. *In the June 2002 submission, describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.*

In accordance with the requirement of a single accountability system, this summer the NJDE will both review all current administrative code and reporting requirements currently in place. These will be realigned to assure conformance with NCLB and internal consistency across all state requirements including administrative code, reporting requirements and state monitoring standards. The cornerstone of this new accountability design will be the state assessment system and progress of districts and schools toward meeting the goal of 100 percent proficiency. Other key indicators include: graduation rates, qualifications of staff and other performance data.

Annually, a summary of progress toward state goals and objectives will be folded into and reported on the State Report Card which is presented to the New Jersey State Board of Education the day it is released to the general public. The report card provides a summary report of general progress, however, other more discreet program and system analysis will be conducted. Data collected on individual federal programs will be analyzed to provide

information on the effectiveness of those programs at the local level. Surveys and feedback forms will assist in the evaluation of state-level activities.

Evaluation of discretionary grant programs will include review of the data collected through statistical, fiscal, and performance evaluation reports. The data will include numbers served and the type and scope of services provided. Reviews will include site visits, fiscal audits, and a review of progress toward the accomplishment of the program's measurable goals and objectives.

Program specific indicators of progress include the following:

- ***Title I Programs (generally)*** - In response to federal Title I requirements, New Jersey is required to establish a comprehensive accountability system, which includes identifying schools in need of improvement. The first step in the system was to define those skills needed to be successful in the 21st century economy. Those skills, defined in the Core Curriculum Content Standards, are then measured by state assessments at three checkpoint grades. New Jersey developed the Elementary School Assessment Program (ESPA) at grade four, the Grade Eight Proficiency Assessment (GEPA), and the High School Proficiency Assessment (HSPA) at grade 11 in response to this requirement.

The next phase of the accountability design was to determine school progress toward meeting established standards. Those schools that failed to meet state standards for two consecutive years, in school years 1998-1999 and 1999-2000, were expected to make incremental progress toward attaining standards within a seven-year timeframe. This progress measure is referred to as Adequate Yearly Progress (AYP).

Based upon review of the spring 2001 assessment data, schools across the state have been classified into six categories of progress toward achieving the state standards. These categories are described briefly below:

- Categories V and VI – These schools have attained state standards one or more years.
- Category IV – These schools have made adequate yearly progress and are progressing toward meeting the state standards.
- Category III – These schools have not met all progress standards, but have made significant progress toward meeting full standards. These schools should continue to monitor their progress.
- Category II - These schools have made some progress but require close monitoring to assure that gains continue.

- Category I –These schools have been identified as schools *in need of improvement*, a designation that must be reported to the federal USDE in accordance with federal reporting requirements.

Any school identified as a Title I school in need of improvement, must take the following steps in the Title I portion of the Consolidated application/plan for funding of programs governed under the *No Child Left Behind Act*. The plan must include:

- Improvement Plan - The school should develop an improvement plan showing what programs and strategies will be adopted to improve teaching and learning.
- Professional Development – The school must provide professional development for school staff to improve their skills. Ten percent of the school’s Title I allocation for two years must be spent to support these professional development activities.
- Intradistrict Choice – The school must describe how the district will offer choice and notify parents of students enrolled in the school of its designation as a school in need of improvement. Parents must be offered the opportunity to transfer their child to another school within the district that is not identified for improvement. These schools and their progress will be monitored closely to assure adherence to the improvement design and improved student performance.

Despite the fact that the new accountability system is focused on outcomes, inputs too are critical in attaining new standards. Therefore, the first stage of local program review occurs when their consolidated plan/application is submitted. The local consolidated plan collects comprehensive needs assessment data, which identifies priority needs. Each cycle, data related to progress in addressing these priority needs are then translated into local objectives. At the end of each project year, local projects will report out, based on local indicators, progress made.

Of course, the primary data to be reviewed will be state assessment results. These will be reviewed to assure each local project district and its schools make AYP in accordance with NCLB criteria.

Those projects that fail to make AYP will be targeted for intensified assistance and continued monitoring.

- ***Enhancing Education Through Technology (Title II, Part D)*** - Monitoring on a regular basis for subgrantees is an integral part of the NJDE’s discretionary grants management system. In addition to the desk audit and onsite monitoring, the NJDE Office of Educational Technology (OET) will conduct periodic meetings to discuss the challenges each subgrantee faces. The discussion will allow peers to assist schools with resolving challenging issues.

In addition, all competitive and formula-driven grant recipients will have the opportunity to contact the OET staff, via e-mail, with concerns and questions and, in turn, OET staff will be able to: survey success of grant activities, and provide immediate answers on questions and issues of concern.

In addition, the state-funded evaluator will observe and analyze program implementation as well as the achievement data of students involved in the OET's grant programs, as well as to provide recommendations to improve the current programs. The analysis will be reviewed carefully and future funding will address the identified needs and challenges of the school districts to formulate future grant offerings that will further the academic achievement of all students.

- **21st Century Community Learning Centers (Title IV, Part B)** – The NJDE will adhere to established procedures, as outlined in the *Grant Recipient's Manual for Discretionary Grants*, to ensure that subgrantees are making satisfactory progress in meeting federal, state, and local goals and desired program outcomes.

The 21st Century Community Learning Centers (CCLC) Program will ensure adherence to the federal and state performance goals and indicators. Program specific performance targets will be developed with input from the established collaborative planning process. The targets will be designed to ensure the availability of high quality academic enrichment opportunities and where appropriate will be guided by scientifically based research that has been proven effective toward assisting students achieve the Core Curriculum Content Standards (CCCS).

To monitor progress toward achievement of performance targets, the NJDE plans to require program grantees to submit outcome-based data specific to the 21st CCLC program requirements on an annual basis. Outcome data will be utilized to measure progress towards improvement in academic performance and literacy, and towards the fostering of character education principles. In addition, participant test scores and other relevant data will be collected to determine the effectiveness of New Jersey's 21st CCLC Program in improving academic achievement. Evaluation results will be analyzed and used to refine the program annually. As required, this information will be made available to the general public.

The NJDE also plans to contract with an educational evaluator who will design, collect, and analyze key data components in order to conduct a statewide comprehensive evaluation. This evaluation will ascertain the information required by USDE and determine the effectiveness of the statewide program performance outcomes. The evaluation will be designed to ensure information and key findings obtained are used to improve service delivery at the state and local levels.